DOCUMENT RESUME

ED 105 357 95 CG 400 105

AUTHOR	Walz, Garry R., Ed.
TITLE	Impact: Advancing Human Services. Volume 3, Number 6.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Dec 74
CONTRACT	OEC-3-6-002487-1570
NOTE	68p.
AVAILABLE FROM	Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $1.50, cash or money order must accompany request)
JOURNAL CIT	Impact, v3 n6 1974
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Counseling; Futures (of Society); *Human Living; *Individual Development; Life Style; Periodicals; Self Actualization; *Social Change

ABSTRACT

This issue of Impact presents a potpourri of articles that deal with concerns affecting one's life and how one lives it. The articles have a similar concern and focus--ideas and/or things the reader can do to enhance the quality of life, or changes in personal environments to help make the world a better place. The following articles fill this issue: (1) A Process of Identity Transformation for the Never Married Woman; (2) A Delphi Study of the Future of the Family; (3) An Experiment in Group Counseling of Young Non-married Mothers; (4) Multipotential--A Concept for Career Decision Making; (5) Counselor Responses to Death and Dying--Guidelines for Training; (6) "Down with the Maintenance Stage"--Career Development for Adults; and (7) Enhancing the Quality of Life through Personal Empowerment. Regular features include Quotes, Flashes, Research and Survey Findings, Exemplars, and New Resources. (Author/PC)

impact

Vol. 3

the Counselor and the Quality of Life

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Printed by Miracol, Inc., Ann Arbor, Michigan

Volume 3 **Number 6**

Impact is produced by the ERIC Counseling and Personnel Services Information Center and is published by The University of Michigan.

Subscriptions: *Impact* is published six times a year. It is available at a yearly (per volume) subscription price of $9.00, or $1.75 for a single issue. ADDRESS correspondence, subscriptions, and changes of address to:

Impact
P.O. Box 635
Ann Arbor, MI 48107

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The material in this publication was prepared pursuant to a contract with the National Institute of Education, US Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the American Personnel and Guidance Association for critical review and determination of professional competence. Points of view or opinions, however, do not necessarily represent those of either the American Personnel and Guidance Association or the National Institute of Education.

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About This Issue

We've given a great deal of thought to the subtitle of this issue of *Impact* and feel that the Counselor and the Quality of Life best fits our idea of where this issue is at as it presents a potpourri of articles that deal with concerns affecting one's life and how one lives it. The helping professional as well as the caring lay person has roles to play in many aspects of human existence. They are called to interact with others in many situations, settings, and activities. The articles presented here have a similar concern and focus—ideas and/or things "you" can do to enhance the quality of life, or changes you can introduce into your setting or situation to help make the world a better place.

Many characterize today's society as sick and lacking in purpose and conviction. Periodic shortages, high crime rates, inflation, urban decay have all led to these assessments. However, despite this pessimistic look at contemporary society, there have been many actions that give promise and offer hope for the future. The lifting of the taboo regarding discussion of death and dying is one of the helping interventions that have emerged. Courses are being prepared and offered, books are being written, and helping people are talking to those intimately involved. To deal with death in a dignified yet compassionate manner is to add quality to life. New roles for women is certainly not a new topic but the fact that many women choose to remain unmarried is a changing orientation for society. It is one of the many new lifestyles that are emerging. Families are undergoing deep structural changes and divorce is no longer an unacceptable procedure. There is also an increasing awareness of the individual. This is certainly reflected in the topics mentioned above, but it goes beyond, for there is deep concern for the individual's life "in toto"—the entire sphere in which one operates. One aspect of this is seen in the conceptualization that career education, currently a "hot," high priority item nationwide, is more than vocational education or

occupational information, but education for life. Career planning means a lot more than simply stating what one wants to be.

However, there is a second reason for subtitling this issue as we have, for as we write "About This Issue," we experience two distinct types of emotion. The reason—*Impact* is in the process of acquiring a new format and mission. Thus, our subtitle also stands as a promise of things to come. After a long and hard look at *Impact*–its departments, type of articles, visual appeal, applicability, "currentness," and useability, we feel some changes are indicated. *Impact's* new format will enable us to zero in exhaustively on high priority topics similar to those presented in this issue through extensively researched monographs. Our mission, as we envision it, is to provide information regarding the current state of the art, resources, exemplary programs and practices, and implementation strategies. We anticipate presenting this highly informative and relevant material to you in the lively fashion you've come to associate with *Impact*, including visually attractive formats enhanced by graphic representations.

Other aspects of the *Impact* System will continue to provide you with information and skill development opportunities. We will continue to offer the popular *Searchlight* series adding new retrospective searches and current awareness updates at frequent intervals. *Impact* workshops will continue to be offered at our home base in Ann Arbor or in selected locations throughout the country. Special papers, materials, and low-cost computer searching capability of the ERIC Data Base will give added dimension to our services.

We described our first issue of *Impact* as being "designed to integrate—to bring together the ideas, experiences, and research findings which can make a difference in counselor behavior and, in turn, counselor impact on students and the community." Hopefully, we've achieved some of this for you and, although our new format is still evolving, we are excited about our future plans and look forward to their fruition, for we feel that their implementation provides the best way for us to meet *your* needs and be responsive to *your* concerns.

A Prison Of Shelby Transformation For The Negro Accused Women

Opinion

by Suzanne Kurth
Associate Professor of Sociology
University of Tennessee

Introduction

In occasional examinations of the role of never married women, social scientists have argued that current high rates of marriage have reduced the significance of this social category (e.g., Epstein, 1970: 94) and that a new favorable image, e.g., bachelor girl, has replaced traditional negative stereotypes. No doubt the situation of the unmarried female has improved in recent decades;[1] however, it is presumed that such being married is still more prestigious than being never married in our marriage-oriented society.

Most American women do marry, usually by their mid-thirties. In 1970, for instance, ninety per cent of all United States women of ages 30-34 were married.[2] The never married female, then, belongs to a distinct, but substantial minority. Given the on-going shifts in cohort sizes, we suspect a potential marriage squeeze and a probable increase in never married females in the future (Akers, 1967; Hirschman and Matras, 1971). Clearly, never married females, as a subgroup of the population and a social category, deserve the attention of social scientists (Adams, 1972).

Entrance into marriage initiates, as well as implies, continued movement through the fmily life cycle, which is analogous to an individual's passage through sequential career stages within a work organization. Organizational career frameworks imply recognized positions and roles with time expectations attached for the attainment of a particular position, and contingent expectations about tme of occupancy in each of the successive positions. Goffman (1961) and others (e.g., Stebbins, 1970) have specifically focused on subjective careers, studying changes in individuals' conceptions of self and others associated with movement through organizational positions. Individuals' awareness of the various roles and their adjustment to them is due to anticipatory socialization, as well as to responses of others to role performances.

Marriage and motherhood typically provide such career frameworks for middle class adult females, with plans for the future usually being organized around expectations of marriage (Miller, Galanter and Pribram, 1960). The few available studies of the personal and social adjustment of single women tend to examine older women who previously had developed some role and personally acceptable identity (Reed, 1942; Faherty, 1964; Baker, 1968).[3]

This paper examines the transformations of identities of women who do not follow the expected adult female career—moving from eligible single to married and married with children—and focuses on the individual's recognition that she will not marry and the strategies employed in adjusting to the unmarried status. Due to the sparcity of sociological literature on subjective careers of unmarrieds, depictions of single life by and for unmarried women in the mass media and recent "advice" books (e.g., Baer, 1968; Coy, 1969; Greer, 1969), and personal observations are utilized for descriptive purposes.

Traditional Feminine Socialization

In our society the female is expected to enter the marriage market during adolescence—exactly when depends on group norms—initially engaging in casual dating, then more serious dating and, eventually, marriage. A young woman may temporarily by-pass serious dating and marriage by continued education and/or entrance into the work world.

Women receive some training for work or career; however, they have not been encouraged to place primary emphasis on a life-long organizational or occupational career (Epstein, 1970; Watley and Kaplan, 1971). At best, socialization to work and career roles is ambivalent (Knudsen, 1972:361; Kreps, 1971:viii). Encouragement to pursue an occupational career and exhibit non-sex specific abilities may be provided, but the young woman is often reminded that she should not become so successful or aggressive ("unfeminine") that no one would want to marry her. Eventually, a woman either marries and assumes the generally expected adult female career based on marriage, with which she may combine employment, or she moves from the desirable status of eligible single to the unclear status of unmarried (Perlman, 1968:100) The never married status creates uncertainty for the individual and for others, for there is no set of expectations for those who never marry just as there are none for widows (Lopata 1973).

Career of the Unmarried

Marriage Timetables and Identity Turning Points.

Social identities associated with categories such as roles involve beliefs about the attributes of role performers (Goffman, 1961). As time passes and events occur, the social group assigning the social identity may perceive that the individual no longer has the appropriate attributes for a current social identity, and will therefore assign a different identity. Both the social group and the individual reappraise that individual's identity. These reappraisals are interlinked. A young woman who enters the marriage market is assigned the "normal" social identity of eligible woman. The young woman who accepts this identity as well as those who assign it expect she will marry in a few years and her adult identity will be based on her marital role.

A person has encountered a crucial identity turning point if she is assigned a new undesirable identity (e.g.,

[1]In this paper the terms unmarried, single, spinster, and old maid always refer to the never married female.

[2]Although for each successive birth cohort in recent years to proportion of never married women has increased, the never married category remains substantial.

[3]Two other types of research on singles appear in the literature. One focuses on reasons for not marrying (e.g., Kuhn, 1955); the other compares physical, social, and psychological characteristics of marrieds with unmarrieds (e.g., Klemer, 1954; Gove, 1973).

old maid) rather than maintaining a desirable current one or acquiring an anticipated desirable one (married woman). The times or points at which an individual reevaluates identity are structured somewhat by socialization and the behavior of significant others. (Strauss, 1959:100). The socialized nature of such turning points is reflected in one young womens reflections:

> In the beginning I believed all the matrimonial propaganda. I believed the rules of the game I'd learned as a child—the one the "old maid" always looses. I believed that it didn't really matter what I did with my life as long as I didn't end up as an old maid. I even believed I'd automatically become an old maid if—heaven forbid!—I was still single on my twenty-fifth birthday.
>
> The turning point in my attitude—and thus my life—came on my twenty-fifth birthday (Greer, 1969:1).

Whether or not a woman actively desires to marry, there is a point in her life when she sees the *possibility of choice* between marrying and not marrying become limited. The recognition that her childbearing years are passing may be associated with this perception. Completion of education brings "senior panic" for college students if they are not married and have no prospective marriage partner. Individuals may set personal standards. If a woman does not marry by a certain birthday, or before a certain other (e.g., the most unattractive girl in town), or when her peers marry, she may experience a sense of no longer having a choice. Associates often point this out to the unmarried as she ages. The comments of family, friends, or co-workers about her choosiness or her passing youth may lead a woman to reevaluate the possibilities of marriage. Individuals may be unaware of the crucial time dimension of marital expectations until dwindling opportunities for goal fulfillment are perceived. On the other hand, realization that she has reached a turning point may occur when others no longer question her about when or whom she is going to marry, but avoid the subject instead.

Most young women do not want to accept the identity associated with never marrying (e.g., Greer, 1969:159), since the permanently unmarried status has various negative connotations that suggest possession of negatively valued attributes. The unmarried woman is often considered physically unattractive to males (and to others), sexually frigid, and hateful of children.

The mass media, particularly in the form of advertisements, constantly suggest to women that the lack of a mate is because of physical or social undesirability, and a career is only a substitute for husband and children (Epstein, 1970:30). According to one single, "modern advertising and propaganda would have you believe that the capture of a man was the first and foremost aim of every woman, no matter what the cost. Anyone who fails in this is a total failure" (Faherty, 1964:23). And, although modern contraception has made it feasible for the unmarried to engage more freely in sexual activity, the unmarried is frequently perceived as sexually deviant, either engaging in no sexual activity of "extreme" activities. Social mores proscribe childbearing for unmarried women, so one component of the stereotype of the old maid focuses on her barreness and lack of fulfillment.

Such characterizations make it difficult for women to accept the unmarried role and its accompanying identity, so many desire to avoid applying the stereotypical iden-

Response

by Jean Carlson

Because the subject of Suzanne Kurth's article is so important, yet too often ignored in the professional literature, Impact thought another viewpoint on the same topic would be a valuable addition to this issue. Therefore, we asked Jean Carlson to write a response to Ms. Kurth's statements. Dr. Carlson's research for her dissertation, "Current Attitudes Toward Women and Men Who never Marry" (unpublished, University of Michigan, 1974), made her a logical choice for this assignment.

Kurth believes that a woman's identity transformation from "eligible single" to "unmarried woman" is a difficult process for two primary reasons: 1) an unmarried woman fails to assume the adult female role that she has always expected she would hold; and 2) the role and identity of the unmarried woman are negatively evaluated in our society. These two common assumptions are rarely questioned in discussions of women who never marry, and I would like to examine them more fully in light of some interesting data that are available about this population.

The belief that the normal young woman sees becoming a wife as her primary life goal is firmly held by many psychotherapists (Holland, 1949; Fromme, 1972). The traditional authors of American fiction consistently portray the unmarried woman as a failure in her own eyes because of her lack of a husband and children (Deegan, 1951). If the role of wife is seen as the only normal and acceptable adult female role by all women, one would expect that the woman who remains single has an extremely difficult, if not impossible, time accepting the permanent status of "unmarried woman." As she ages she would be expected to employ with increasing desperation the various "avoidance strategies" outlined by Kurth, and if her efforts to become a wife never proved successful, she would live out her days in the bitterness and disillusionment of the sterotyped "old maid" of fiction (Wharton, 1927).

However, the available research regarding the actual lives of women who never marry indicates that women adjust extremely well to the single life. For example, the unmarried woman presents a better mental health picture than her male counterpart, the bachelor (Gurin *et al.*, 1960; Strole *et al.*, 1962; Knupfer *et al.*, 1966). Additionally, and perhaps more suprisingly, some researchers have concluded from the above studies, as well as others, that women who never marry are psychologically stronger than married women (Bernare, 1972; Seaman, 1972). Researchers on singleness who have been impressed with the data supporting the positive adjustment of unmarried women have a difficult time explaining these findings. There is a tendency on their part to begin to question whether marriage and motherhood were ever

tity to themselves. Although application of such characterizations by non-significant others is unavoidable, a woman may convince her close associates that she does not fit the stereotype, and thus disavow the role and identity.

Avoidance Stategies. Although the likelihood of marriage decreases with age, it is not clear when marriage expectations are no longer realistic. Depending on the region, religion, ethnic group, and educational level involved, being labeled as an old maid may occur at any age. Age 30 appears to be cited most often since most of the women within a cohort who are going to marry, have married by then (Carter and Glick, 1970:298; Coale, 1971; Hastings and Robinson, 1973).

In any case, the time limits on the identity of normal adult female may be altered by extending the dating role (i.e., participation in the marriage market) when women begin to recognize they are older and still unmarried (for example, as they approach 30). Marriages of middle age women to widowers and divorcees (although they do not match the romantic ideal) are sometimes used as a basis for justifying time extensions. Time extensions are very often an advantageous ploy for others and the individual in coping with unmet expectations. Others might have to help the woman cope with the problems of the unmarried role and/or acknowledge flaws in the familial or adult social system. For the individual, postponement may provide successful attainment of the goal or time for gradual adjustment to the situation.

Drawing recognition that one has reached or passed the expected age of marriage may lead a woman to change her marriage market behavior and develop new tactics for meeting men. Women are advised by relatives and friends, as well as the numerous "how to get your man" advice books and articles, to increase opportunities for meeting eligibles by seeking new situations (changing jobs or neighborhoods, joining new clubs, or taking "swinging" vacations). Close friends and relatives may try to assist singles in meeting men by arranging dinners and parties to which they invite eligible men of their acquaintance. Minor personal remodeling tactics, such as losing weight and buying new clothes, are frequently associated with attempts to increase the number and quality of men met and dated.

Another set of tactics to avoid never marrying involves alteration of selection criteria. Men in social categories generally defined as undesirable for the young marriageable woman (e.g., men shorter, younger, or less socially desirable then she; men already married) can be considered on an individual rather than a categorical basis. One single's advisor suggests that women over thirty should consider the currently married man (Baer, 1968:121-129), while others advocate the divorced man, arguing he is a better catch than the "rejects" who are still single.[4] For some women there is apparently more stigma associated with nevery marrying than marrying someone who could be categorized as a "lesser" sort (Perlman, 1968:99). Despite various tactics suggested for eventually marrying, even if the spouse is not ideal, the hypergamy principle still operates. For instance, "the patterns of marriage rates for white women appear to reflect considerable reluctance on the part of many spinsters to marry available bachelors of similar age, because the men tend to be of lower status, or to marry widowers or divorced men even if they are of comparable or higher status on the ground that they could be worse off married" (Carter and Glick, 1970:323). Thus, a substantial number of women apparently do not change their selection criteria, or perhaps they change them but still do not marry. (Of course, some women may chose to remain single.)

The acceptance of a woman's continued status as eligible unmarried appears to be related to the adoption of alternative tactics for becoming seriously involved in the marriage market. Some women are labeled old maids at a relatively young age because their appearance or behavior is considered inadequate or inappropriate for attracting eligible men.

Acceptance of an "Abnormal" Identity. A woman may hesitiate to acknowledge her inability to attain a desired status due to continued hope of attaining that status. When a woman reaches the point when her expectations of marriage become limited or untenable, her adult female identity must undergo some transformation, since most of her adult life plans have been based on attainment of this status.[5] Her identity must be reconceptualized and future plans revised. Acceptance of the unmarried identity challenges and perhaps discredits other aspects of her self. There is some implication that a woman has failed in the selective process of mate selection because of *her unsuitable* characteristics, or because she exerted insufficient or ineffective effort. One single's advisor states, "A major complaint of older singles—over twenty-five—is that many people assume there's something wrong with a girl that age who is still unmarried. So many people are brainwashed into believing there's something 'funny' about the older Miss; that it's more acceptable in most cities to be divorced! 'That *Mrs.* proves you have been wanted by someone at least once,' a divorced girl suggested" (Coy, 1969:244). An article on being unmarried in *Cosmopolitan*, a magazine directed at young women, clearly presents the personal failure argument: "What are the girls doing who fail? Or, what are they *failing* to do when they do not succeed? Mostly these women have faulty attitudes—a way of looking at life and men that is unrewarding" (Fromme, 1968:44). A woman who remains unmarried for whatever reason can be discredited—which helps maintain the system—so she and those she encounters must cope with her changed, less socially desirable identity.

Accounts. Unmarried women are well aware of the process of speculating why someone is not married and the frequent conclusion that the individual is a pathetic creature. Until a woman has devised some account to personally neutralize these evaluations of what is "wrong" with her, she and her close associates find interaction strained. The difficulty of this is noted in one study of single women that found women "had apparently adjusted more easily and readily to the realities of the single woman's life than they had to other people's opinion of the single life for women and their estimate of its value" (Reed, 1942:72).

[4]In fact never married men appear to have more undesirable characteristics than never married females (e.g., Knupfer, et. al., 1966).

[5]It might be questioned whether we ever give up such socially desirable identities if we really desired them, although we might state that we have.

These ready stories may or may not represent the unmarried's beliefs, at least initially, for "tired of being asked why not, (the unmarried) has adopted some ready explanation that *could* be true, and repeated it so often that she now really believes it herself" (Klemer, 1959:4).[6] Those with whom the unmarried has personal relationships are expected to accept her account, whether they feel it is entirely valid or not.

Accounts may involve denial of the desirability of marriage as a goal for a particular woman. Open discreditation may be avoided by denial of interest, involving perhaps the denigration of role expectations of wives or the identity of housewife. Denial of personal desire and/or suitability for marriage (e.g., does not like children, likes to be independent) may be espoused.

Another type of account accepts marriage as a reasonable goal but denies opportunities to achieve it, or suggests the costs involved in attaining the goal would have been unreasonable. Some women indicate they were too

[6]See Lyman and Scott (1970) for an extended treatment of accounts. Coffman (1961:150) suggests an individual's construction of his life career might be termed an apologia.

primary goals of many women who remain single, and they are additionally suggesting that the single woman's career may provide her with considerable satisfaction.

A woman's denial of the goal of marriage was once considered "heretical" (Rosenteur, 1961); however, women who have rejected marriage are now freely expressing their reasons without fear of criticism (Eallaci, 1974). Although Kurth agrees that some single women may not desire to marry, she views these women as "exceptions," even though she acknowledges that "denial of the goal" is replacing "denial of the opportunity" as the reason given by an unmarried woman to explain her singleness.

In addition to the woman who rejects marriage, another unmarried woman who is somewhat ignored in Kurth's analysis is the woman who grows up to view the adult female role as broader than the traditional female role. This woman may desire marriage, but she also develops strong, independent career goals (Birnbaum, 1971). Since the woman who never marries is disproportionately represented within the group of highly educated, professional career women, I am somewhat surprised that Kurth does not emphasize the single career woman's identity development. (The positive characteristics possessed by young women who are likely not to marry are discussed by Bernard (1972), and she therefore sees these women as the "cream of the crop.")

The woman who rejects marriage and the unmarried woman who may have hoped to marry but also strongly values a career both have different adult female role expectations from the traditionally-oriented woman who never marries. Kurth does not take into account that the amount of difficulty a woman experiences in accepting herself as an "unmarried woman" probably differs considerably among these women.

Although the majority of young women hold marriage and motherhood as their primary life goals, I see evidence in some young women of the expectation of a professional career as an important part of their adult female role. As part of my recent survey of attitudes toward marriage and singleness, I obtained data from 88 randomly selected single female students (freshmen) at the University of Michigan. In response to a question regarding their intention to marry sometime in the future, the majority of young women surveyed indicated that they "might" eventually marry, rather that saying definitely that they would or would not marry. It was apparent from the written responses of these students that they saw a combination of marriage and a career as the ideal role for themselves, but at this stage in their lives they placed a higher priority on a career than on marriage. Two typical responses of young women who indicated they "might" marry follow:

> "I intend to become a lawyer, and I don't want to marry until I'm established in a practice—maybe I'll be 30 or 35 then."
> "In history you have to have a Ph.D. to get a job, I hear. I'll think about marriage after that."

The place of marriage in the future of these young women is less definitely defined than the importance of a career. If the development of career goals has been viewed with ambivalence by girls in the past, it appears that some young women are now showing greater ambivalence about the place of marriage in their futures. The old no-

involved in family obligations (Reed, 1942); or in pursuit of a career to spend their time finding a mate. Others say they did not marry because they did not want to "play games to catch a man," their man died, or they did not meet the "right" person (Faherty, 1964).

Whatever the account, it provides some closure for the individual and her close associates so they can go about the business of interacting. It is apparently becoming more acceptable to account for never marrying by denying the goal, whereas in the past lack of opportunities was cited.

Alternative Life Styles

Women who see no physical or social differences between themselves and those who have married are not willing to view themselves as not normal, and reject the permanently unmarried status and the associated lables of spinster and old maid.[7] It is societally desirable that these unmarrieds be "cooled out" (Goffman, 1962) so they do not start serious questioning of our mate selection procedures or of marriage itself. And, since those who interact with the individual do not want to feel she has been unjustly treated, a process of individual consolation can occur gradually and covertly, leading to the acceptance of some alternative to the desired situation.

Alternative Roles. A woman may make her occupational role central to her adult identity.[8] A profession may organize a woman's adult life and provide a satisfying identity and relationships with others. However, many single women have neither the type of job which organizes their lives nor the desire to become work-centered, although more single women than married women have been professionals.

A single may become involved in organizations and activities, although unmarried women have lower rates of voluntary participation than married women (Ferriss, 1971). Religious involvement does seem to provide a focus for some women, perhaps especially Catholic women (Faherty, 1964).

Even if the individual emphasizes work or voluntary association roles, stable social relationships are still frequently limited. (Adams, 1972:92-96). Also, unmarried females do not have structured adult relationships since they are not performing expected familial roles. Expectations for adult homelife and companionship have a familial base, which the unmarried woman lacks. She does not develop a family of procreation and her family of orientation gradually dissolves, leaving her without that form of social anchorage (although 49% of the spinsters aged 35-44 in 1960 lived in a parental home (Carter and Glick, 1970). There is no substitute familial role, for even the maiden aunt who helped her siblings raise their children has virtually disappeared (Carter and Glick, 1970).

Social Relationships. Since there are no obvious characteristics that distinquish women who marry from those who do not, most unmarried women probably had friends who were also unmarried but gradually married. They have little in common with friends who married due to the nature of the married female role. In addition, unmarried women may no longer chose to associate with married friends, for these individuals, serving as references, may make the unmarried person less able to accept her position. Close friendships with married males may be inhibited because of general perceptions of (and sometimes actual experiences with) those relationships. Due to the pair orientation of our society, most adult activities are planned for pairs. Thus, unmarrieds are frequently isolated from former friends.

Making friendships in new jobs and communities may be difficult. These problems are frequently discussed in advice books. Social situations such as parties provide opportunities for relationship formation, but as they grow older singles lack these social situations since they tend to be structured in terms of pairs (even if the pairs reorganize at the gathering).

The role of unmarried woman might be more viable if relationships with other unmarried women were established. One single's adviser argues that other unmarried women can help the individual by sharing problems; however, she warns that it is dangerous to be too comfortable with them if the individual desires to marry (Greer, 1969:56). As they move out of the post adolescent dating period, most individuals find they know few single people of either sex and even fewer they want to associate with. They do not want to associate with people they may see as neurotics and rejects, or people they have nothing in common with except marital status. Unmarrieds are perhaps unwilling to embrace their shared deviance for unknown advantage.[9] (Relationships with single males are difficult to maintain as a woman ages, since the possibility of marriage inhibits the development of any other type of social relationship, such as friendship).

New Roles and Relationships. The lack of social relationships for unmarrieds is of considerable importance since it may be related to the mental and physical problems they experience (Gove, 1973). Swinging single's areas, bars, housing, vacations, social clubs, and publications, which emerged in the late 1960's, have suggested the emergence of a new life style and adult role for unmarrieds.[10] Whatever the appeal of the "swinging single" role, it is viable for only a limited portion of adult life due to its emphasis on youth, attractiveness, and freedom from responsibility.[11] The restricted time span in which this role can be performed fails to provide females with the promise of future social relationships. A near thirty swinging single in Southern California explains, "'I've been dating since I was fourteen,' she says, her voice trembling slightly, 'I get tired of dating. I want to be

[7]Women who have physical handicaps, are less attracive, or lack social skills may be somewhat prepared for the negative identity of unmarried due to early failures in dating. For example, a young girl who is handicapped may speculate about what her life would be like if she were married, rather than what her life would be like when she married.

[8]Havens (1973) argues that unmarried females are likely to attain high incomes and are probably not the stereotypical "rejects," but rather women who have chosen careers over traditional feminine roles.

[9]In areas such as California, singles' organizations have existed and have focused on such issues as how the tax structure affects singles.

[10]The mass media have heralded the emergence of the swinging single role for both sexes by providing guidelines for how to become one and by describing role models like Joe Namath-type sports heroes and Gloria Steinem-like career women.

[11]The female swinging single continually seems to be oriented to getting her man before she loses her youth and attractiveness. Coy (1969) indicates that singles' organizations and living complexes frequently stipulate that participants must be between 21 and 35 years of age and her clientele is usually limited to those under 30 by informal pressure. This suggests a time limit for maintenance of the swinging single role. Of course, this role is never very feasible for those who are unattractive or have low incomes.

married because I want steady companionship. Now I want someone who cares'" (Streshinsky, 1972:214). Overall, it appears the swinging single role is not a long-term alternative to a marital role, for it is difficult to distinguish it from the dating role which leads to marriage, except the participants are older (Moran, 1972).

Some of the new family styles offer a variety of social relationships, but they do not provide long term alternatives to the stable relationships of the nuclear family. These alternatives have been perceived as a response to the inadequacies and flaws of the present marital system in providing the individual with adequate personal relationships. Communal living, cohabitation, and trial marriage suggest any individual can easily be replaced, and they are generally perceived as alternatives that reject the long term commitments of marriage. (Any marriage, may not endure as long as one of these alternatives, but marriage is perceived as *potentially* supplying a long term resolution.) Since the nuclear family is so deeply embedded in our way of life (for example social engagements seem to require heterosexual pairs and job mobility appears incompatible with communal life), current alternative arrangements are not very feasible if the individual desires to be conventional in other aspects of her life.

Conclusions

The heterosexual pair orientation of middle class American society creates difficulties for all those past their twenties who are not currently married. The never married female encounters those difficulties in addition to questioning her own identity due to not acquiring the socially approved status for adult women, wife.

Whether or not a woman remains single by choice, she will be perceived as "deviant" and assigned undesirable attributes by larger social groups. She must cope with the ambiguous role of unmarried and the negative attributions. One positive resolution for the individual woman is to conceive of herself as a unique individual who has worked out her own role and special relationships and thus disassociate herself from others who share the status. Since the role of the unmarried woman is so vague, unique definitions of it are possible. Close associates are expected to accept and may even assist in defining a unique role and an acceptable identity.

Although defining oneself as a unique individual not constrained by existing roles is an individual solution, the problems of this social category are not resolved. Given a "marriage squeeze" and the desire of some women not to marry, the potential lifestyles of the unmarried deserve further investigation. If there were less societal stress on a female's marital status, and other statuses were accepted as of equal or greater importance, acceptance of the permanently unmarried status could be facilitated.

For reference listing see the Bibliography section at the back of this issue.

tion that a woman attends college primarily to find a husband is probably less true than in the past.

Although research into the reasons why a woman remains unmarried is scarce, there is even less concrete data about the ways she is perceived by others in society. Kurth indicates that society's negative evaluation of the unmarried role contributes to the difficulties an unmarried woman experiences in accepting her singleness. If the close associates in a single woman's life are expected to help her define a "unique" and "acceptable" role as a single person, it seems important to know what attitudes potential associates might hold toward singleness and marriage. To what extent do people believe the traditional negative stereotypes of the "old maid?"

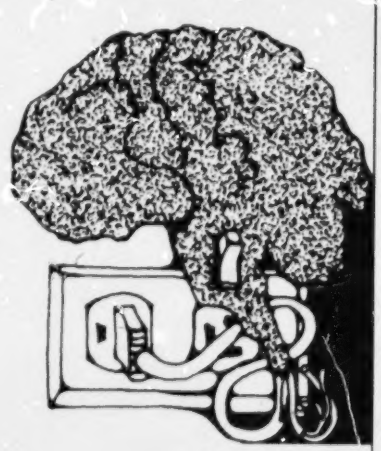
My research study was designed to provide some beginning information on attitudes toward women and men who never marry on several dimensions of the single life. The sample (n=444) was randomly drawn from a homogeneous educational background (male and female alumni and freshmen from the University of Michigan's College of Literature, Science, and the Arts), and the generalizability of the results is thereby limited. Among my results, significant differences were found between the attitutes of males and females toward the woman who never marries.

Within this survey population, females view marriage as a less important goal in the life of a woman than do males, and females see a woman as more likely to remain single through her own choice than do males. A woman who never marries is seen as more physically attractive, her possible career involvement more acceptable, and her life adjustment more positive by females than by males. Additionally, the unmarried woman is considered more active, strong, warm, independent, unselfish, and colorful by females than males.

My results show that females in this population regardless of their own marital status, are generally supportive of the single woman, and they see a woman's life options as broader than marriage and motherhood, while males tend to view a woman as happiest in the traditional female role.

There are many potential explanations for the single woman's greater acceptance by females than by males. For example, it is possible that the women's liberation movement and the general increase in the media's publicity about the concerns of women are having a greater impact on females than on males. Two of the current themes of the feminist movement in particular seem to have an influence on attitudes of women in my population: 1) a woman must develop an identity that is separate from that of her husband's; and 2) a career outside of the home enhances a woman's self-concept. Because the unmarried woman is forced to develop an individual identity and because she is expected to have a career as a means of supporting herself, she seems to be viewed by females in my population as having some real advantages over the traditional housewife. Although additional data regarding the ways the unmarried woman is perceived must be gathered from a sample that is more representative than mine, it seems that we should no longer assume that the traditional negative stereotypes of the "old maid" are universally believed.

Quotes



A friend of mine at a New York hospital recently told me of the possibility that science will be able to sever completely the human mind from the rest of the body and with appropriate tubing, machinery, and pumps keep the brain alive indefinitely with no connection to the heart. My comment was that this was really not new—we had been doing it at Amherst for years.

Robert A. Ward
former dean of students
Amherst College

The reason why so few people are agreeable in conversation is that each is thinking more about what he intends to say than about what others are saying, and we never listen when we are eager to speak.

La Rochefoucauld
Maxims

Men fear death as children fear to go in the dark, and as that natural fear in children is increased with tales, so is the other.

Francis Bacon
of Death

Do not say, the people must be educated, when, after all, you only mean amused, refreshed, soothed, put into good spirits and good humour, or kept from vicious excesses.

John Henry Newman
The Idea of a University
Discourse VI

As a physician I am convinced that it is nygienic—if I may use the word—to discover in death a goal towards which one can strive; and that shrinking away from it is something unhealthy and abnormal which robs the second half of life of its purpose.

C.G. Jung
Modern Man in Search of a Soul

The old man trusts wholly to slow contrivance and gradual progression; the youth expects to force his way by genius, vigor, and precipitance. The old man pays regard to riches, and the youth reverences virture. The old man deifies prudence; the youth commits himself to magnanimity and chance. The young man, who intends no ill, believes that none is intended, and therefore acts with openess and candor; but his father, having suffered the injuries of fraud, is impelled to suspect, and too often allured to practise it. Age looks with anger on the temerity of youth, and youth with contempt on the scrupulosity of age.

Samuel Johnson
Rasselas XXVI

Growing is not the easy, plain sailing business that it is commonly supposed to be: it is hard work—harder than any but a growing boy can understand; it requires attention, and you are not strong enough to attend to your bodily growth and to your lessions too.

Samuel Butler
The Way of All Flesh XXXI

Reporting measurement results is much more than the mechanical process of announcing what grades have been assigned, then defending them. Suppose you sent your child for a physical evaluation and he brought home a little card reading, "Physical Condition: B-." What meaningful information have you purchased? What should you do next in light of this new information? The fact is, of course, that nobody can tell from a grade what the level of achievement is, how much progress has been made, or what kinds of errors are occuring.

Measurement and Evaluation in Guidance
October 1974

Your professors tell you that education unlocks creative genius and imagination and that you must develop your human potential. And students have accepted this. But then Catch 22 enters the picture. You spend four years in school, graduate, go into the job market and are told the rules have changed. There is no longer a demand for your specialty—another educational discipline is now required. And so one or two more years of study follows, and you return again to the job market, yet, what you now offer is saleable except that competition is severe. To succeed, you must acquire further credentials. So you go back to the university and ultimately emerge with a Master's or even a Ph.D. And you know what happens next? You go out to look for a job—and now they say you're overqualified! In one form or another, this is a Three Shell Game society has been playing with our greatest natural energy source—you!

Gerald R. Ford
commencement address
Ohio State University

The greatest object in the universe, says a certain philosopher, is a good man struggling with adversity; yet there is a still greater, which is the good man that comes to relieve it.

Oliver Goldsmith
The Vicar of Wakefield XXX

We often pardon those who bore us, but never those whom we bore.

La Rochefoucauld
Maxims

An idealist is one who, on noticing that a rose smells better than a cabbage, concludes that it will also make better soup.

H.L. Mencken
Chrestomathy XXX

Read not to contradict and confute, nor yet to believe and take for granted, nor to find talk and discourse, but to weigh and consider.

Francis Bacon
of Studies

Flashes

Plans for the nation's first home specifically for the dying have received final state approval in Connecticut. The hospital, which has received support from a group of doctors, nurses, clergymen, and community workers, will be patterned after similar facilities in England, but would be the first of its kind in this country. It is being designed to provide the dying patient and those close to him with a more home-like environment that is typical of other institutions. Services will include counseling on the social and psychological problems that often afflict the family of a dying person.

The fastest-growing type of family today is the female-headed unit, which accounted for 14% of all U.S families with children in 1972. The Urban Institue has been studying the implications of this phenomenon, and one recurring theme is the economic handicap suffered by this type of family. The median income for all families with children under 18 years of age in 1969 was $11,600; the figure for female-headed families with children was $4,000. But poverty is only part of the picture. Since 1960, the total number of female-headed families with children at all income levels has increased at a rate more than twice as great as that for the poor and near-poor female-headed families with children.

The single man, so often the object of envy by those who long for the freedom and power he represents, is not so lucky after all. In 1970, the average income of the 3,320,000 single men in the United States was about $6,000—lower than that of married men, married women, and even single women. Besides being poorer than these other groups, a greater proportion of single men have psychological problems, are criminals, and commit suicide. All of this, and more, is discussed in a book called *Naked Nomads* by George Gilder.

Devised by University of Tennessee education professor Thomas N. Turner, a new game called "Support" provides an important forum for discussion. After one child makes a statement about some issue, each of his or her classmates must come up with a supporting statement. When a child has to furnish an argument for a viewpoint contrary to his own, he has to confront the logic of all sides of a question. And learning that agruments can be made for positions other than his own can chip away at a youngster's blind prejudice. Hearing his or her own viewpoint supported also helps a child build a positive self-concept. Radical ideas are often explored and even encouraged in the classroom discussion, says Turner, because the more way-out an idea is, the more stimulating the game can be.

Psychiatrists at the Ohio State Psychiatric Hospital in Columbus have reported initial success in a pilot project that uses dogs as psychotherapeutic agents. By using dogs with chronically hospitalized patients who cannot or will not communicate, doctors have been able to emit responses even from patients who have not responded to anything else.

Responses to a survey from 247 Massachusetts psychiatrists reveal a distinct pattern of discrimination by life insurance companies directed against applicants under psychiatric care, regardless of the duration of therapy or scope of problems. Ben Lipson, president of a Boston, Massachusetts, insurance agency which undertook the survey, said that the psychiatrists who responded believe final decisions as to patients' insurability were determined by underwriters lacking any medical knowledge whatsoever. On the other hand, the same survey shows that 92% of the physicians who furnish underwriting data to life insurance companies believe that patients under psychiatric treatment are sometimes better risks than those who are not.

A psychologist says fat people have more difficulty than other people in changing their ways—whether in solving mathematical problems, rethinking their opinions or eating. Dr. Devendra Singh, of the University of Texas, also says this characteristic could be used to get the obese to eat less than normal weight people. In one experiment, obese and nonobese subjects were given cashews wrapped in aluminum foil. Because the obese were not used to unwrapping cashews, they acually ate far fewer than did the normal weight subjects.

Baptismal records in the Andean valley of Vilcabamaba, Ecuador, show the two oldest inhabitants to be 123 and 142 years old and give evidence of other long-lived residents. David Davies of University College, London, observes that the very old people live on farms rather than in the small village. They remain bright, alert and upright until their deaths, which usually result from accidents or an occasional case of influenza. Despite the claim of some Vilcabambans that their longevity is due to herbal teas, Ecuadoran and foreign doctors credit the valley's tranquility and the frugal diet. The Vilcabambans consume only about 1,700 calories a day, primarily in the form of vegetables, fruits, grains and roots, and only one ounce of meat. However, these peaceful people drink from two to four cups of unrefined rum and smoke 40 to 60 homemade cigarettes daily. Nothing has yet been found to explain why Vilcabambans should live longer than other peoples. Davies feels that the World Health Organization sould "undertake a study and protect the valley . . . until it has been completely investigated."

Boston U. sociologist John Mogey suggests that people who move from one part of the city to another are likely to increase their car use. Driving a car apparently helps combat the social and psychological strains of a new neighborhood by giving them a greater feeling of control over their lives.

S. GORDON

A Delphi Study Of The Future Of The Family

by Jayne Burress Burks
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During the fall and winter months of 1972-73, a Delphi study concerning a set of current trends that are affecting the institution of the American family was submitted to a sample group selected from the mailing list of the American Sociological Association members who are also members of the Section on the Family within that organization. Sixty-four per cent of the sampled group responded at least once to the three mailed questionniares, revealing considerable nationwide interest in this subject. This resume of the project is presented as feedback to those who participated and as information to others who have an interest in the field, but whose names did not happen to be on the sample pannel.

Predicting the future of the family in our society has become the subject of innumerable articles and books, in both professional literature and the popular press during the past decade. Usually the articles, sermons, lectures, and debates that have burgeoned have been based on individual conjecturing and have varied in credibility and merit with the individual author's ability to analyze the evidence and forecast logical and rational possible future alternatives. There has not been very much attention given to developing methodologies with which changes in this area could be assessed and projected in a more systematic way.

The particular methodology with which the present study worked was invented by Olaf Helmer and his associates and is known as the Delphi Method. Under the auspices of the Rand Corporation, Helmer and Nicholas Rescher (1959) published an article dealing with the problems of methodology in predictive studies. In 1966 Helmer's book, *Social Technology*, appeared in which the description of the Delphi technique and its applications are given. This method utilizes the opinions of experts in attempting to tap a reservoir of knowledge concerning possible future alternatives. It is Helmer's judgment that a panel of experts might provide a consensus based on insights that, although they might still be largely intuitive, could be considered highly reliable. The Delphi Method was devised as a method " that would have the task of regularly and systematically exploring and collating experts' opinions of the future, so that their latest findings would be available at such time as they might be needed by decision-making authorities" (Helmer, 1966:12).

The Delphi Method is based on certain aspects of group dynamics such as the tendency to modify an opinion in the light of known responses of others—while avoiding other aspects, like the tendency to be swayed by the opinion of a particular member of the group who is an acknowledged leader or charismatic individual. Thus the technique exploits the trend to reach "group" opinion while protecting, by anonymity, the respondents from individual pressure of group members. By so doing it manages to provide what should be a more realistic group response than one-shot polls or opinion surveys, which

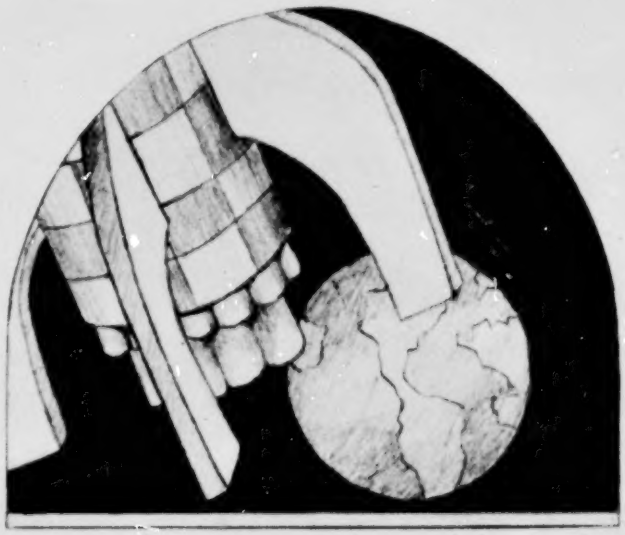
arrive at group response only by statistical averaging. Basically, it is a more systematic application of the old adage that many heads are better than one.

However, basing a forecast on the opinions of groups of experts does not take the factor of inertia into consideration. Because we are particularly interested in possible futures that can be thought of as social rather than technological, the evaluation of whether and when changes will occur depends on taking into account not only the sweeping changes that are *possible* but the changes that society as a whole can accept and implement. If we are to use the opinions of experts as the basis of policy decisions in social areas, we need to know if, and in what ways, opinions of experts differ from group opinions of representative groups in the whole society. Therefore, the purposes of this study were: (1) to study some current trends that are having impact on the functions and structure of the American family in order to determine if consensus exists between professional sociologists who have a particular interest in the institution of the family and a group of non-professional adults; and (2) to adapt the Delphi method, designed primarily for the study of change of a technical nature, to the study of social change in order to determine the effectiveness of this method in assessing and pedicting the direction of such change.

The design for this study consisted of the construction of Delphi Questionnaire built on ten items describing possible future outcomes of some present trends. The trends selected for study are trends that can be shown to have an impact on the interrelations of family members or that have an impact on the interaction of the family groupings and the larger society. Each item was stated on the questionnaire as an extrapolation of the trend into a future date, and the respondents were asked to evaluate whether they agreed the item as stated would in fact occur within the time span of 1973 to the year 2000. Secondly, respondents were asked to estimate the date during this time span that they judged the item as stated would occur. Finally, the respondents were asked to state whether or not the item as stated was a desirable future or an undesirable future.

This questionnaire was administered to an "expert" group consisting of a random sampling of the members of the Section on the Family of the American Sociological Association. The sampling method was to select every other name on the list of members who are residents of the 48 adjacent states. (Members who reside outside the country were not included because of delays in mailing.) The membership list was arranged by zip code, thus assuring we would get a representation of this population from all geographical areas across the country.

A non-expert group was selected for comparison from two adult education classes in Introductory Sociology at two St. Louis community colleges. The professional group of American Sociological Association Family Section members (hereafter referred to as the ASA Group) and the group of St. Louis adults (hereafter referred to as the St. L Group) are thus presumed to have a current interest in the area of social issues. Any differences that develop between the two groups could result (at least in part) from the difference in expertise in observing and evaluating social trends. It is true, however, that such differences could be due to other differences between the two groups. This study also dealt with the identification of differences that could be shown *within* groups due to sex and age. Respondents of both groups were asked to identify their sex and indicate whether they were under 30 or over 30 years of age.



The Delphi questionnaire was submitted for the first round in September, 1972, to the St. L Groups. Percentages of the total group as to their estimate of the probability of the event occurring before the year 2000 and as to their estimate of the desirability of the occurrence of each item were computed. In addition, median dates and semi-intequartile ranges were computed for each item on the basis of projected dates within the time span 1973 to 2000 that the respondents estimated the item as stated would occur. This information was made a part of the second round of the questionnaire, and the St. L Group was then presented the questionnaire for a second round of evaluation. The respondents were invited to comment on their reasons if their individual evaluations of the date by which an item would occur was outside the middle 50% range of estimates obtained on the first round of questioning. The percentages and median and Q ranges were again computed for this second round. The comments that respondents included with their second round responses were edited in order to avoid repetition. The third round was then presented to the group for a final reevaluation, again taking into consideration the comments and group responses from the previous round.

Essentially the same process was followed in studying the expert group with the exception that the questionnaire was mailed to each panel member with an accompanying letter explaining the nature of the questionnaire. Neither group was told that results from two sets of investigations would be compared.

Each set of three rounds was then analyzed to determine the amount of shift in opinion from the first to the third round, and to determine if responses of males were significantly different than females and if responses of older (i.e., over 30) respondents were significantly different than younger respondents. The two groups were then compared on the basis of results of the third round of questioning.

The construction of a Delphi Questionnaire can take several alternative steps. One method is to solicit from a panel of experts some statements about current trends that are affecting their field of expertise and that seem to indicate possible future directions. This, in effect, is Round 1 of a Delphi Study. The array of statements, or a selection of items from the total array, is then presented to a panel of participating experts for their evaluation. On subsequent rounds the same respondents are asked to reevaluate the items, taking into consideration the group responses to the previous rounds.

In this study, the first step of collecting an array of items was done by a search of the relevant literature so that an already constructed questionnaire could be presented to the respondents. Therefore, the participants were asked to respond three separate times, and the results of the third round indicated the consensus that the groups were able to reach. Although there are numerous areas that could have been used for this study, one of the problems in constructing the questionnaire was in limiting items to a number that could be handled in the rather ponderous and unwieldy methodology with which we were working. Since response to our mailed questionnaire depended upon willingness to undertake three separate evaluations of the items in order to provide the necessary data (and of course for the St. L Group to participate on three separate class meetings in this project), we were compelled to keep the questionnaire brief and to the point. In addition, since we were questioning groups with rather widely divergent levels of sophistication in dealing with social issues, we needed to use the items that could be readily understood by beginning students as well as by professionals in the discipline. At the same time, we wished to deal with items that have a relevance to the functions and their related structures of the American family and could be seen as parts of an interrelated series of changes that appear to be taking place in the family. Finally, because we were dealing with possible future alternatives, we tried to construct items that were "open" in the sense of allowing more than one inerpretation. Since the future is ambiguous and not yet operationally defined, we wanted to suggest possible future states without imposing restrictive qualifications on the way these futures would actually emerge. This latter constraint was particularly thorny since, for most practicing researchers, the ambiguous item or an item which is not well defined operationally is an anathema and, of course, one of the reasons so many sociologists are "turned off" by future studies, which deal regularly in this ill-defined area.

Without the rather tedious reporting of results of each of the three separate rounds to both groups, I would like to discuss the rationale for including each of the items in the questionnaire and describe briefly the way the two groups responded to each item by the end of the third round of questioning.

Item 1. There will be an almost equal number of men and women in the work force.

The American family structure has been generally thought of as a structure wherein only one adult member is primarily involved in the work force, and this one member is the husband. In an isolated nuclear family, the mobility required by the industrial society and the separation of the nuclear unit from the supportive services of the extended family both seem to make this a functional requisite. However, it is becoming a cleary documented trend that both adult members of the family are becoming involved in the work force. Currently about forty-three per cent of women over the age of 16 are in the work force (U.S. Department of Commerce, 1971:212), including thirty per cent of the group of women who have children less than the age of six. This percentage has been increasing steadily during the past thirty years and shows no empirical evidence of changing direction. Although the women's liberation movement is seen by many as the agent of this massive shift in occupation for women, it can perhaps be more realistically seen as a response to new requirements of society, according to Jeanne Binstrock (1972). The traditional assignment of half of the adult population to the production and caring for new members of society has served as occupation for women, although never recognized as a part of the labor force. Binstock views the reduction of mortality and the consequent over-production of people as the agent that has made this traditional occupation of women a threat to the well being of society: "The consequences of modern medicine have caught us off guard, and we are forced to face the fact that if we do not take from women their role of mother and replace it with something else, we will be throttled by the overproduction of babies. We thus face the need to demand that the ancient and honorable occupation of motherhood fall into disrepute, and that women commit themselves to other occupations. Woinen must be "liberated" to enjoy the fruits of other occupations, whether they want to be or not." (Binstock, 1972:99)

At the end of Round III, eighty per cent of the St. L Group and sixty-six per cent of the ASA Group agreed that this future would occur within the specified time span. An identical median projected year, 1985, was established by both groups. A clear majority of both groups deemed this a desirable future: sixty-eight per cent of the St. L Group and seventy-one per cent of the ASA Group. On the basis of this information, and using the assumptions underlying the Delphi method—i.e., events that yield a consensus that they will occur and are desirable have a high probability of occurring—this very similar result between the two groups appears to indicate this future projection is highly probable.

Item 2. There will be 24 hour child care facilities available to all children.

The second item is directly related to the question of the work role of the adult woman. Certainly one of the most dramatic changes in the functioning of the American family, if the wife and mother is working regularly (with perhaps occasional maternity leaves for performing her biological function of producing new members), will be in the provision of new ways for nurturance and socialization of children. Since the trend for women to return to work is most evident in the lower socio-economic classes, it seems obvious that the solution of upper class women who have wanted to be relieved of the chores of child care—that is, hiring individuals to come into the home and perform this function—is not viable. Separated from their extended family by the nature of the work requirements in an industrial society, the solution of other cultures of the delegation of child care to grandparents is also

unworkable. For many, the provision of child care facilities outside the home is the solution that seems to be a logical way of providing for this essential societal function, and the increasing clamor for the provision of such facilities has resulted in the consideration of federal funding.

In view of the consensus on the first item, the somewhat confused picture of this projection is puzzling. A high proportion, ninety-one per cent, of the St. L Group agreed this would occur, but the ASA Group rejected such occurrence, with only thirty-nine per cent agreeing it would occur. The St. L Group projected this occurrence at a median year of 1985, but those of the ASA Group who agreed it would occur projected a median year of 1990. Both groups agreed to its desirability by a margin of sixty-two per cent for the St. L Group and sixty per cent for the ASA Group. Comments made by the respondents of the ASA Group seem to show them placing heavy emphasis on the pragmatic aspects: the difficulty of financing such centers in the face of current national policy stands, and the concern that such facilities would be available only to higher income groups.

The final opinion was not influenced very much by the feedback of these comments, however, since the original round to the ASA Group showed approximately the same proportion agreed this would occur, forty per cent. It is rather difficult to see how the ASA Group respondents could concur that women will be at work in increasing numbers if they foresee little change in the handling of the child care function that has served in the past to keep large percentages of adult women out of the work force. One possible explanation of this apparent discepancy was suggested by an ASA Group respondent who posited an equal number of men and women in the work force on the basis of a redefinition of the work role to include child rearing as a recognized labor force designation.

Item 3. Seventy-five per cent of the under-twenty population will be in schools from age 3 to age 20.

Although the manifest function of extended education is to produce a more highly educated population to deal with an increasingly complex technology, the early enrollment of children presently referred to as "pre-school" age also serves the latent function of releasing mothers for participation in the labor force. In addition, such enrollment may lessen the affective ties of parent and child and restructure, to some extent, the interaction within the family. In societies or groups where child care and socialization functions have moved almost entirely out of the individual family settings, such as the Kibbutzim of Israel, the intergenerational relations are markedly altered, with affective ties to age peer groups taking precedence over family ties (Bettelheim, 1969). The extension of education to 20 years of age will also serve the latent function of prolonging the individual's interaction with a relatively narrow age group. The trends to increase participation in educational institutions at age 3 to 5 and to age 18 to 20 are both documented in the published census figures (U.S. Department of Commerce, 1971:311). Whether the trend will continue and reach the proportion of enrollment of seventy-five per cent of the children in these age cohorts was assessed in this item.

This item revealed a consensus in both groups by large proportions, with ninety-four per cent of the St. L Group and seventy-seven per cent of the ASA Group, agreeing it would occur. Group medians were identical at 1985. A seventy-eight per cent majority of the St. L Group and seventy-six of the ASA Group judged it a desirable future. This item also appears to have a high probablity of occurring. Those of the ASA Group who disagreed had reservations about such a high proportion of the 18-20 year old age group remaining in schools, pointing to current evidence of rejection of continuing education by numbers of youngsters alienated by "meaningless" education. A continuing trend for "pre-schools" for age 3-5 group seemed to be completely accepted.

Item 4. There will be government regulations to induce couples to limit the number of children they procreate.

Although current falling birth rates would seem to make such regulations unnecessary in terms of uncontrolled population growth, the idea of government regulations on the number of children procreated in certain classes or groups of the population seems to be gaining support. Sterilization of the socially unfit, the poor, the criminal, the mentally or physically impaired, has some acceptance. Genetic research is now turning to the identification of potential carriers of diseases that cause physical or mental impairments in offspring, with the implication that such identification will lead to the elimination or marked decreases of such victims. In addition, rising awareness of the plight of the battered child and increasing evidence of the results of poor parenting in the production of serious crime and delinquency leads Leo Davids (1971:191) to project the possibility of licensing and required training in child rearing as a prerequisite for parenthood. Some precedent for this exists since the investigation of the social/emotional fitness for potential adoptive parents has enjoyed acceptance for many years. The acceptance of the idea that population increases in some underdeveloped countries has made government intervention in those countries "necessary" makes the acceptance of such intervention in our society, if it should be deemed "necessary", perhaps more likely.

Both groups rejected the probability of the occurrence of this item and by similar proportions; only forty-one per cent of both groups agreed it would occur. Median years arrived at by this minority proportion for both groups showed some difference. The St. L Group median year of 1994 was the most distant date arrived at by either group. The ASA Group established a median year of 1987. The two groups differed in their evaluation of the desirability, the St. L Group registering only twenty-seven per cent who felt it to be desirable, while the ASA Group estimation of desirability was a majority of fifty-six per cent. The majority of the ASA Group who felt this to be desirable is too slim a majority to be significant.

Item 5. Except for regulatory statues, there will be no legal restrictions on abortion.

When the questionnaire was designed, in the fall of 1972, this question was considered a reasonable projection for consideration. By the time of completion of the study this "future" had become a present reality due to the Supreme Court decision on the unconstitutionality of state laws that prohibit abortion. There was little doubt that the increase in legal abortions, as some states had moved to make this possible, was having a heavy impact on the overall birth rate. In the individual family, the removal of restrictions on the performance of abortion

may, along with the improvement of birth control technology and the dissemination of this technology, result in very few large families and an increasing number of childless marriages. The increasing acceptance of abortion as an individual choice is having an important influence on the norms in America of marriage providing the only sanctioned regular sexual relations may not hold when unwanted pregnancy is not a threat to undergird this norm.

Though the question regarding the probability of this occurring is now moot, it is worth reporting that both groups had already agreed that it would occur by majorities of eighty-three per cent of the St. L Group and eighty-six per cent of the ASA Group and the Supreme Court decision had only the rather negligible effect of increasing this majority to eighty-eight per cent on the final round of questioning. Apparently the small group of the ASA Group respondents who still did not think it would occur believe the decision could be reversed, state laws could still be operative, or a Constitutional amendment could be passed. The effect of this new information also had scant impact on the median year forecast by the ASA Group. The median year, having been established at 1980 at the completion of the second round, moved ahead only one year, to 1979, on the final round. The median year established by the St. L Group is the more distant 1985, but this was established before the Supreme Court decision had occurred. Both groups also established majority consensus on the desirability of the item: fifty-nine per cent of the St. L Group and seventy-nine per cent of the ASA Group. The item, although no longer of any predictive value, does show evidence that the two groups are similar in their perception of the outcome of current trends.

Item 6. Pre-marital and extra-marital sexual relations will be acceptable societal norms.

This item is closely related to the previous item, and directly asks about the acceptance of sex relations outside mariage as a societal norm. Noting that evidence shows sexual relations outside of marriage having increased in the pre-marital group, thus weakening the norms restricting sexual relations to married people, we asked our respondents to evaluate the possible acceptance of such behavior as normative. Since the isolated nuclear family in the urbanized industrialized society of America has been thought to depend heavily on the love relationship of husband and wife for its persistence, the separation of the sex relation from marriage would have impact not only on the persistence but on the number of marriages that were entered into. The widespread acceptance of birth control measures, the increasing efficiency of the birth control technology, and the acceptance of the back-up measure of abortion by choice effectively abolish the danger of unwanted pregnancy. Only the exercise of social pressure remains, in terms of norms of acceptable behavior, to demand that sexual relations be a privilege exclusively of marriage.

Most of the St. L Group, seventy-three per cent, agreed this item would occur, but it was judged desirable by less than a majority, forty-two per cent. This item showed significant age-correlation in the St. L Group, with younger respondents judging it desirable in larger proportions than older respondents. By the end of Round II, forty-seven per cent of the ASA Group agreed this would occur. Because there were so many comments from this group that the statement could be true for the pre-marital group (with indications that this term also included the number of not-yet-remarried divorces) but not true for married people, where sex exclusivity seems to be functional for solidarity, a clarification seemed to be called for. When separated into two items on Round III, the ASA Group agreed that sexual relations for unmarrieds would be an accepted norm by the year 2000 by a clear majority of sixty-four per cent, with fifty-one per cent stating it would be desirable. On the issue of extramarital relations only nineteen per cent agreed this would be an accepted norm and seventeen per cent considered it desirable. In terms of comparing the two groups, it appears both groups agree that sex relations for all adults, regardless of marital status, will be normative, qualified by the ASA Group's distinction between extramarital and premaritial sex. This result opens up some interesting possibilities for the construction and testing of new hypotheses regarding changing sexual behavior patterns, an area of social behavior that has been undergoing considerable change, yet without any clear indications of the changes in attitudes and opinions which underlie these shifts.

Item 7. Renewable 3 or 5 year marriage contracts will be legal.

This possible future alternative has appeared frequently in the conjectures of writers who are dealing with possible new structures of American family living. Whether such a conjecture is seen as likely and desirable by an expert and a non-expert group should lend some information as to the forecast that such a future will in fact emerge.

Because divorce and remarriage have become very widespread, the continuation of marriage contracts as lifetime contracts is seen by many as unrealistic and legally cumbersome. The legalization of alternate marriage contracts, perhaps with pre-agreed upon terms of settlement on the termination of such relationships could possibly better serve the needs of large numbers of American who seem to prefer a succession of monogamous marriages. Renewable, or sequential, alternate forms of marriage contracts could introduce differential types of con-

tracts to better suit the needs of new marriages, marriages which are involved with child rearing during the minor years of children, and marriages which are again "childless" in terms of responsibility for minor age children. Perhaps implicit in the acceptance of the idea of renewable contracts for marriage is the acceptance of legal ratification of other departures from the one presently accepted form of marriage, such as marriage contracts of a polygamous nature of contracts covering group marriage.

While sixty-seven per cent of the St. L Group agreed this item will occur before 2000, only thirty-seven per cent of the ASA Group reached this conclusion. Neither group judged this to be a desirable future event or alternative. The considerably lower percentage of the ASA Group who agreed this would occur appears to be related to the pragmatic assessment of the factors necessary to bring this about and a doubt that society will undertake this rather radical restructuring of marriage and divorce laws. Since the current tendency of muddling through a welter of irrational laws seems to be working well enough to allow a large number of short-term marriages, there will probably not be a movement to improve the situation. In other words, radical restructuring on a more rational basis will not occur unless older irrational structures become completely dysfunctional.

Item 8. Social-emotional support and therapy will be a major function of occupational groups.

With the removal of many of the former functions of the family to other institutions of the larger society, the family function of social-emotional support and affectional ties has generally been accorded great importance. According to this view, in a society increasingly urbanized, the loss of primary groups common to rural settings has increased the importance of the remaining primary group, the family, in providing this kind of relationship. This concept of the family as a supportive primary group may be more imagined than real, as pointed out by Elise Boulding: "One of the strangest myths perpetuated in contemporary family sociology is that the family is a psychological and physical haven from the pressures of social change in the outside world" (1969:186).

It does seem true that urbanization has called for the intervention of new and temporary primary groups. One of the institutionalized forms that has been emerging in recent decades has been the so-called encounter group or sensitivity training group. For several reasons this type of structured primary group is appearing as a function of business and industrial organizations. Because the encounter group experience deals with individual emotional states rather than concrete business or industrial problems, its relationship to these institutions may seem peripheral. However, problems of business and industry in dealing with worker satisfaction and committee-type decision making in complex organizations have appeared to make the strengthening of interpersonal relationships a paying proposition. Without attempting to assess the manifest function of the business or industrial encounter group in improving work relations on the job, we can see some latent function in providing for primary group relations outside of the family, and could expect this separation from the family to the extra-familial work world to restructure the intrafamily interaction.

Both the St. L Group (ninety-one per cent) and the ASA Group (sixty-one per cent) agreed this would occur before 2000. The projected median year was identical for both groups, 1985. A St. L Group majority of eighty-five per cent and an ASA Group majority of sixty-nine per cent evaluated this as a desirable future. This seems to indicate a surprising dependence on the occupational sector for the fulfillment of emotional needs, needs the industrial economy, with its requirements for mobility and its fragmentation of work roles, has helped to create. In the ASA Group, many respondents on Round I found this question difficult to assess because of the lack of operationalization. On subsequent rounds such comments disappeared as feedback comments helped to focus the issue on the shift of this function of maintaining emotional well being from traditional primary groups to secondary groups of the occupational sector. This item, because agreement was so unequivocal, should be an interesting finding for management decision makers.

Item 9. More housing will be renter-occupied than owner-occupied.

William J. Goode (1970) has suggested that ours is the first civilization not built upon land holding and that ownership of property is no longer relevant to social position. Ownership and transfer of family property has been, in most other societies, one of the cornerstones of family structure. Even in our society ownership of property has not disappeared as a family function but has been relegated largely to ownership of the family housing facility. However, several factors appear to be at work to make such ownership less important. Inheritance laws and the mobility of family members usually call for the liquidation rather than transfer of family property on the death of the owner. The increasing concentration of the population in urban areas has also reduced the availability of land for individual ownership and made the increase of construction of multi-unit housing a necessity. Although the trend for ownership of housing is still operant in our society, the most recent *Statistical Abstracts* (U.S. Department of Commerce, 1971:311) shows that this trend appears to be weakening, especially in the Western section of the country where renter occupied housing has increased and owner occupied housing has decreased in the decade 1960-1970. The Western section of the country, particularly the state of California, has been regarded as a "laboratory of the future" insofar as trends that will spread throughout the society become apparent in this section of the nation first. Rising costs, and zoning problems are other constraints that will be placed on the construction of individual family units.

A majority of both groups predicted this event would occur: eighty per cent of the St. L Group; sixty-four per cent of the ASA Group. Only thirty-one per cent of the St. L Group and thirty-six per cent of the ASA Group thought this would be desirable. Respondents suggested that the nature of the population during the latter quarter of the twentieth century, a probable increase in mobility, and the shortage of land for residential building in increasingly dense urban regions would help cause this change. At the same time, the ASA Group clearly articulated the reluctance with which this future possibility was viewed and pointed to the ways that Americans still cling to the "more human salient value" for ownership by purchasing their own apartments, condominiums, or mobile homes. The median dates by which this event was estimated to occur were 1985 for the St. L Group and 1988 for the ASA.

Item 10. The construction of age-specified housing developments will have surpassed the construction of single family units.

The proliferation of housing developments for retired and aging citizens has already become marked in areas of the country which attract this age group, and the nature of the age levels of the population indicate that this group of the population will become a very large, perhaps the largest age group before the year 2000. Furthermore, the segregation of the high percentage of young people enrolled in educational institutions and the separation of the young and childless population into special interest groups has introduced the construction of "singles" apartment developments. Generally, the separation of society into age-segregated groupings is viewed in the family literature as a very anti-community and divisive trend, although, like the expanded family communes and other subcultural groups, new life styles in these groups may also provide new patterns for the continuing restruction of society. For example, racial integration appears to be more acceptable and less troublesome in age-segregated communities, and new patterns of male-female division of work and sharing of responsibilities appear to be emerging in these settings.

The final results reached by the two groups are quite different on this item. In the St. L Group, ninety per cent agreed this will occur, compared to thirty-one per cent of the ASA Group. Only a minority of both groups— thirty per cent of the St. L Group, seventeen per cent of the ASA Group—consider this a desirable outlook. A median year of 1990 was established by those of both groups who agreed this would occur. A sense of outrage was expressed by many of the ASA Group who regard the need for "community" and the integration of various groups, including age groups, as crucial. This was expressed often, even by those who agreed this development would occur.

The response to this item demonstrates a phenomenon that is less easily observed in some of the other items: that the St. L Group shows a high degree of acceptance of these

suggested futures (a majority of the St. L Group agreed that all but one of the items under study would occur before 2000), even though they do not consider them to be desirable. This may suggest a feeling of powerlessness in the face of forces over which they can exercise little or no influence. In the ASA Group however, one does not sense this resignation. If, as here, an event is considered undesirable, it is also considered unlikely. This suggests that a different attitude toward societal forces appears in the professional group than in the non-professional group. Rational evaluation of trends can lead to the altering of trends that are identified as undesirable as well as to implementing plans to bring about desired futures, which is, of course, the main reason for studying the future at all. It is also interesting to know that on this item the amount of shift, or change of group results from the first to the third round of reevaluation in response to feedback, was the largest shift observed in the ASA Group and was tied for largest amount of shift in the St. L Group. Apparently where issues are quite controversial, or where the trend has not yet shown definite direction, the tendency to rely on group desicion and evaluations increases and there is greater willingness to change one's mind in respect to feedback from previously expressed group opinion.

Differences in responses of the two groups that could be considered age or sex connected did not develop. However, Chi square testing of each item revealed some interesting differences within each group. More women than men respondents in the St. L Group thought the item concerning an equal number of men and women in the work force was a desirable future ($\times^2 = 5.91$, significant at the .05 level). On the desirability of extending education from 3 to 20 years of age, more women than men again answered affirmatively ($\times^2 = 3.91$). Age was also seen to affect opinion within the St. L Group on items which had to do with removal of restrictions on abortion (item 5), permissive sex norms (item 6), and renewable marriage contracts (item 7). These items were deemed desirable by more younger respondents than older respondents (The respective $\times^2$ levels were 4.32 for item 5, 4.06 for item 6, and 4.65 for item 7, all significant at the .05 level). Similar sex and age differences on these items did not develop in the ASA Group.

Within the ASA Group, significant differences due to sex of respondents occurred in response to the item concerned with renter occupied housing, with more women than men agreeing this would occur before 2000 ($\times^2 = 4.02$). Age differences also occured in response to the question of social emotional support occuring in the work setting, with younger respondents evaluating 24 hour child care availability as a desirable future more frequently than older respondents ($\times^2 = 6.46$). These differences did not show up in the non-professional group.

Although statistical analysis demonstrates the two groups did differ in their evaluation of the probability of occurence of these items, differences appear to be quantitative differences, and the two groups exhibit a great deal of similarity in their evaluation regarding both probability and desirability of the state events occurring. The shift over the three rounds to show conformity to previously expressed group opinion was much more apparent in the St. L Group than in the ASA Group, resulting in conclusions on the third round that might be in the same direction in both groups but different in percentage points in their evaluation of the probability of occurrence of these items.

In the evaluation of the desirability of these future possibilities of the ASA Group shifted opinion more than the St. L Group, however they were as likely to shift away from previously expressed opinion as toward conformity with the previously expressed opinion. Our best evidence of conformity pressures, then, is found in the shift toward

increasing conformity demonstrated by the St. L Group regarding the probability of given events occurring. This resulted in larger percentages of the St. L Group than of the ASA Group concurring that the items will occur. Because of this tendency toward increased conformity in the St. L Group, it appears the non-professional group is less conservative than the professional group; surely a surprise challenge to the stereotype of the sociologist as a "far out" proponent of radical social change. This result also seems to offer some information on the question raised by Welty (1972) of the deflection of opinion in expert groups. Suggesting that, although the Delphi technique protected the individual from group pressure by the anonymity of the mailed questionnaire, the expert's self-image as a member of the expert group might pressure him to conform to opinions of this group, Welty reported equivocal results. In comparing our group of experts with a group of non-experts, the expert group demonstrated more resistance to conformity pressures built into the Delphi technique than did the non-expert group. The results of this study indicate, furthermore, that the difference in expertise in the area did not operate to make the expert group an "advance" or vanguard group in the area of anticipated social change, with the non-expert group lagging behind in acceptance. It is our belief that the high level of expertise here is not in prior knowledge of possibilities but in the more knowledgeable assessment of the trends in terms of probability of coming about and in the intended and unintended consequences of such future alternatives.

In this vein, it seems that the most important part of the Delphi exercise lies in the exchange of ideas in the form of comments made by respondents and reported back to the participants on successive rounds. Since our research design had committed us to a comparison of two groups, and because we were really not anticipating the number of comments that were received, our study did not take full advantage of this result. A design for using this technique with an expert group alone could be more free wheeling in allowing the group opinions to restructure the items themselves, to suggest alternatives for consideration, and in general to clarify the issues involved. Our spinoff investigation of Item 6, on the norms of sexual behavior, indicated some of the possibilities of such a freer design. One possibility of using such panels in various areas could take advantage of an alternate method of constructing the Delphi questionnaire by letting the panel members themselves devise an array of items to be investigated.

The portion of the study that worked with the establishment of median years at which these possible futures would come about appears to be the weakest portion of exercise. In the first place, there is a disconcerting tendency for all medians to cluster in a very narrow range. Secondly, the number of respondents is reduced here to include just the proportion who agreed that the item would occur before the year 2000. When this was a minority of the total group, the number of cases was small enough to be relatively unrevealing. Thirdly, the difficulty of looking into the future with any degree of exactness causes most judgments to call at five year intervals so that several judgments occur together and the placement of the median case, instead of progressing at equal intervals, could jump on the basis of one judgment a full five years. A very large sampling group could perhaps improve the reliability of these figures, but the greater advantage of using small enough groups to take advantage of the exchange of ideas in the form of comments by the respondents seems to offer more insight into the group judgments being sought.

Finally, it appears that concerns are unwarranted that a professional group would be ahead of a non-professional group in foreseeing change, and that an assessment of future alternatives that uses only experts or professionals might present a picture that is not or cannot be supported by the total population, and thus has little chance of coming about. The non-professional group in this study surpasses the professional group in forecasting these changes.

If there is any evidence of the nature of the ASA Group, it may be that, while the St. L Group appears to be willing to accept the probability for the occurrence of these items in larger proportions than the ASA Group, it appears to be rather consistently less willing to view such changes as desirable. The ASA Group is apparently more dubious about the actual occurrence of the items, perhaps because of the more pragmatic assessment of the problems involved in bringing them about, but shows evidence of a more liberal view toward such change in terms of evaluating these possible futures as desirable. In assessing social issues and the probabilities of future outcomes, the professional group seems more cautious and perhaps more reliable forecasters, but not more conservative in attitudes toward changes.

The willingness, interest, and careful consideration that these panel members gave to the task of participating in the several evaluations necessary to complete the exercise convinces me that the professionals in this field are ready to provide important information for decision makers and can be as useful in the area of social issues as technical experts have been in applications of this method to technical problems. The Delphi method, in providing a quasi-forum for this widely separated group, has proven a useful technique for such an effort.

For reference listing see the Bibliography section at the back of this issue.

Exemplars

Facilitating Transition Groups on the College Campus

by James D. Morris
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In recent years there has been a substantial increase in the numbers of married people who are attending college (Mueller, 1960; Sauber, 1971). Approximately one fourth of all students enrolled in American colleges are married (Bayer, 1972). The rigorous demands of college, transient or short-term living arrangements, financial pressures, separation from home and family, differences in intellectual growth of the partners, and role disturbances all contribute to marital difficulties for college students. Many single students choose to live in male-female partnerships and often suffer the same adjustment rigors as married students. Most partnerships survive the hardships of college, but many do not; and college counseling centers are facing increasing demands for post-partnership counseling (Mueller, 1960).

The failure of a partnership and subsequent divorce often are devastating experiences for the individuals involved (Fisher, 1973; Hunt, 1966; Waller, 1930). In discussing the difficulties of divorce some authors (Bagby, 1971; Goode, 1956; Haussamen and Guitar, 1960; Hunt, 1966) describe the problems divorced people face in our society that sanctions divorce yet fails to provide a cushion of etiquette or custom for the divorcing individual. Friends of the divorced also have difficulty determining what feelings and behavior are appropriate responses to this change in status. The feelings of rejection inherent in the divorce process are deeply felt by both partners (Bohannon, 1970; Fisher, 1973). The newly divorced person is partly alienated and estranged from the culture around him (Hunt, 1966). Often reported by-products of divorce are loss of self-esteem, deep feelings of personal inadequacy, and loneliness resulting from disturbance of the roles to which one has become accustomed.

The decision to divorce is usually made over a period of time with considerable emotional stress for both individuals, but the time of the actual separation is usually most painful (Fisher, 1973; Hunt, 1966). Some authors (Ackerman, 1969; Fisher, 1973; Hunt, 1966; Rose and Price-Bonham 1973) write about the importance of warmth, sharing, and support of others for the divorced person during the critical period prior to and after the separation and divorce.

After the crisis period around the time of separation, there is a need to switch from crisis oriented to developmental counseling. Developmental counseling assists with post-partnership adjustment by which the person comes to perceive himself or herself as a single individual rather than an ex-spouse. During this process, reducing feelings of bitterness and hostility, achieving more understanding and acceptance of self, returning to work and social activity, and employing better management of personal affairs and problem-solving efforts are important goals (Fisher, 1973). During the post-partnership adjustment period it is often important for the individual to understand the dynamics of his former relationship as a potential safeguard against repeating many of the same disruptive processes in subsequent relationships.

Leadership Model

The authors discovered that, of the various group leadership configurations, the male-female co-facilitator model was most effective for Transition Groups. It was noted by the group leaders that group members would look to the facilitators as role models, particularly in the early stages of the group life when members were learning from the leaders to interact with one another in a forthright, nondefensive, nonjudgmental way. Group members often asked questions of the leaders regarding their method of dealing with some problem or situation. The leaders' communication style, based on openness, trust, and cooperation, could provide positive modeling for these individuals in the process of resolving feelings of anger, resentment, and pain regarding a former partner. Frequently, feelings toward one's ex-spouse were temporarily generalized to all members of the opposite sex, and having a co-facilitator of that sex present to confront the group member about the distortion or stereotyped thinking was helpful in working through the problem.

Most group leaders develop a leadership style that is related to the personality and theoretical orientation of the leader and to the type of group with which the person is working. Co-facilitators also have to work out methods of leadership that are comfortable for each of them and facilitative for the group. The authors' style was not to initiate topics for consideration, but to follow the conversation and feeling tone of the group with occasional interventions from one or the other to clarify a point or to deal with a problem. These interventions on the part of the leaders were guided by their assessment of group or individual needs at that time and were intended to provide some of the ingredients necessary to the therapeutic growth process.

Transistion Group members had characteristically been ready to talk and to work on their problems; a condition noted by Donahoe (1972). Usually participants had many things with which they wanted to deal. Once sharing had begun, other members contributed their ideals or concerns about the problem under discussion and were stimulated to acknowledge and voice other problems of their own. The rapidity of movement in some sessions often required a more active stance on the part of the leaders to assure that some members received enough opportunity to discuss their concerns. The co-facilitators also had to intervene when appropriate to assure that concerns were adequately discussed or "processed" before the group moved on to another topic.

Typically during group sessions, one of the co-leaders might be actively involved with a particular person or problem at a given time leaving the other leader free to observe the group process, or behavior and emotional tone of others in the group. Teamwork and sharing of therapeutic responsibility by the co-facilitators was essential, since the problem-process focusing of the leaders changed back and forth in accordance with the need and flow of the group.

Preparation for and Structuring of the Group

Transition Group members sometimes entered the group after seeking individual counseling at the Center. In an effort to reach the target population of divorcing or separating college students who had not come to the counseling center for individual or marital counseling, an outreach program of advertising, primarily using posters and flyers, was developed.

Individuals expressing interest in joining the Transition Group were interviewed individually by one of the co-facilitators. During this session intake and screening were done. Individuals whose adjustment or expectations of the group were inappropriate were directed toward individual counseling or other more appropriate resources. After clarification of the client's expectations of the group and eliminating misconceptions, a few general group rules were outlined, including the importance of commitment (regular attendance) and each member's responsibility for getting what he or she wanted from the group. General explanations of group process were also given as a means of reducing the threat potential of the group and the anxiety of the person preparing to enter it.

Rather than meeting in marathon or workshop sessions of one or a few lengthy periods (Bagby, 1971; Crickmore, 1972; Donahoe, 1972), the Transition Group was designed for eight or nine weekly meetings of two hours each during a given semester to fit the operating schedule of a university counseling center. The group was disbanded at the close of each semester, however five or six participants out of the Transition Group population recontracted to join another group in the subsequent semester.

Group Makeup

A Transition Group experience had been offered during three consecutive semesters and one summer session for a total of 38 participants. In comparision with typical groups sponsored by college counseling centers, the participants in the Transition Group were older. The majority of college students range in age from 18 to 22 years, whereas the average age of Transition Group members was slightly over 29 years, and the range was from 22 to 50 years of age. Contrary to Bagby's report (1971) that most of her group participants were women, the authors' experiences were that nearly as many men as women participated in the Transition Groups at the University of Idaho.

Most of the group participants were experiencing their first separation or divorce, but four or five individuals had gone through more than one partnership failure. Three or four of the participants had never been married but had separated after living together as partners. The length of time group members spent as partners ranged from less than one year to twenty-five years.

The initial feelings most commonly voiced by group participants were those of loneliness, self-depreciation, guilt, resentment, revenge, and confusion. Reaction to the role disturbance created by the divorce was usually loneliness. The greater the number of specialized roles a man or woman had in his or her marital relationship, the greater the disturbance caused by the separation (Hunt, 1966). According to Waller (1930), certain conflicts stand out:

> There is the sex need, complicated more often than people realize by a very real love for the lost mate. There is sadly wounded pride, necessitating readjustment, demanding constructive experiences. There are habits, there are worries concerning economic security, there is concern over status in one's group (p. 37).

Initially a distinction could be made between the outlook and attitudes of the "leavers" (active initiators for the dissolution of the relationship) as opposed to those "left" (the more passive partners who felt they were recipients of the action of the leavers). The difference is most clear in contrasting group member's statements like, "I feel such a sense of relief—as though it's a new beginning" and, "I feel like a discarded shirt—out of style and no longer attractive, unwanted." Fisher (1973) observed, "... who asked for the divorce first and who left whom have tremendous impact on feelings (p. 56)." The authors observed that eventually this distinction became much less dramatic and the feelings of the "leavers" appeared to be very similar to those "left."

Even though divorce is highly individualized, there was a thread of commonality in both reasons for divorce and reaction to the final breakup. Participants were found to enter the Transition Group with a sense of failure and a fear of something terribly wrong with themselves because of the divorce. Through the process of the group they began to see that it is not a black mark and eventually came to accept responsibility for themselves and deal with the guilt which had been undermining their self-esteem.

Process of the Group

The flow or process of Transition Groups may best be characterized by a change in the time perspective of the group members. The focus of the groups gradually shifted from the pasts of the individuals involved to their present situations, then to the plans they were formulating for the future.

People's needs during the early stages of the group were for support, sharing of feelings and concerns with those who can empathize and understand, and for a better perspective of their own emotional reactions to the partnership breakdown. The earliest stages of the group were described as the mourning period, during which norms of the group allowed ventilation of feelings of grief, guilt, anxiety, bitterness, and hostility. The goals at this time were to help the divorced person objectively evaluate and subsequently understand the expectations and disappointments of the marriage, the sort of person his or her ex-spouse is, what led him or her to marry that person in the first place, who emotionally left whom and when, and the part each played in the deterioration of the relationship (Fisher, 1973).

Throughout the life of the group, participants had the opportunity to give and receive feedback (statements about behavior that has been observed in the group). In the early stages of the group, feedback from supportive peers who could speak from their own experience was often helpful. The variety, yet similarity, of group member's experiences frequently provided the opportunity to hear material similar to that expressed by one's former mate from a less threatening individual.

Group cohesiveness was observed to occur rapidly in the Transition Group, and one of the immediate common concerns expressed by members was loneliness and the need to overcome feelings of isolation or alienation. As noted by Rose and Price-Bonham (1973) opportunities to meet and date new people are extremely important for adjustment to divorce. In every group, even through there were a great many individual differences, there seemed to be a rapid recognition of commonality of needs and experiences. Common themes such as recognition of unexpressed expectation, denial or lack of recognition of the problems in the marriage until it was too late, lack of commitment to the marriage and to working on the relationship, and failure to communicate one's own needs to the former partner emerged in each group. Thus, besides providing warmth and support, one of the tasks of the group was to assist each individual to interpret what had happened. "This means helping him come face to face with the facts of his life and his emotional and behavioral errors and inadequacies (Fisher, 1973, p. 60)."

Gradually the group participants made a transition from the examination of where they had been to concern with the here and now. This is the time in the post-partnership adjustment when, according to Fisher (1973), a person comes to perceive himself as a single individual rather than an ex-spouse. As one reaches this period in adjustment there is greater ac-

ceptance of the changes in his or her life situation, and a readiness to begin coping with the practical problems of living. The most prevalent need at this time is developing a satisfying role and life-style as a divorced person.

Often the need to date was expressed, accompanied by feelings of hesitancy and trepidation. According to Hunt (1966), the resumption of dating for the former partner is very difficult. There is fear of returning to the youthful role of hunting for and impressing members of the opposite sex. Part of the group's function at this time was to help an individual to rebuild one's own psychological framework and life style, which was usually preceded by a clarification of one's values and goals.

The third shift occured when the focus changed more to the future and to life in a more global sense. At this point, growth in the individual participants had occured, and they had a better understanding of their former unhealthy feelings, attitudes, and habits. Self-reports suggested that at this stage of group life the members experienced fewer inner conflicts. The social acceptance in the group, the feelings of belonging, the giving and receiving through the sharing of feelings all had contributed to the development of individual self confidence.

Group members began to discuss their thinking about the future, and if the growth and insight of past sessions had been strong enough by this point, there were indications of better management of their planning and personal affairs in their talk. The group had functioned as a sounding board for the planning of the individual members, and during this period assistance with planning became even more important. As the planning became more specific and individuals began investing in their plans and in the new directions of their life, the need for the group diminished. The focus of the group had changed from a therapeutic mode of increasing self-understanding and behavioral change of the members to supporting and encouraging individual plans and behavioral styles which had begun to emerge in the last sessions. After gaining confidence in themselves at this stage of post-partnership adjustment, most group members were comfortable in continuing their new directions without the support of the group.

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An Experiment In Group Counseling Of Young Non-Married Mothers

by Terese G. L. Van Rooijen-Smoor

Ms. Van Rooijen-Smoor, formerly a counselor at the Center for Continuing Education of Women, Ann Arbor, Michigan, has an M A in educational psychology from the University of Nymegen, The Netherlands. She has taught in a community college, and worked in a mental health center, a child guidance clinic, and as a school psychologist. She has recently returned to The Netherlands.

This article describes a group counseling approach to the problems of a special group of women: non-married mothers with young children. Mothers with young children increasingly seek counseling at the University of Michigan's Center for Continuing Education of Women. The Center began in 1964 as a result of a concern for adult women whose education or careers had been interrupted by marriage and family responsibilities. During the past few years, the age of participants has declined—the women now tend to be under thirty, and there has been an increase in divorced or separated women and those with pre-schoolers (Walker, 1974).

The mother with young children, especially if she is not married, is faced with a variety of problems. When motherhood, a fulfillment held sacred down the ages, is defined as a total way of life, must women deny themselves additional avenues of fulfillment? This is a dilemma expressed quite frequently by young mothers seeking counseling. Such women, after having had their babies a year or more previously, often appear tired, desperate for someone to talk to, and dissatisfied with their lives. They are frustrated in their search for an identity, a way to express themselves, or to develop certain interests. They don't seem, however, to regret being mothers. Yet they appear totally absorbed by this mother role and feel guilty about being unhappy. They seem initially reluctant to express their complaints.

Why is it that especially mothers with pre-schoolers are so discontented with their lives? Generally, women's satisfaction with their marriage is higher during pre-child years than during years with children until young adulthood (Bernard, 1972; Veroff and Feld, 1970). In these years, general satisfaction with marriage and children are low and negative feelings are high. When children leave the home as young adults, an increase in satisfaction with children and a decrease in negative feelings is observed.

Most of the women in these studies choose to have children. The advent of a child, however, often has traumatic effects. There is less marital interaction and interests diverge; the wife focuses on household responsibilities and the husband on his professional career. Young mothers develop "the tired mother syndrome": complaints of fatigue, irritability, inability to concentrate, depression, anxiety, a tendency to cry, and sometimes paranoia. The young mother in particular has frequent thoughts of escaping from her marital role and fears of nervous breakdown. She feels the pressure of parenthood most acutely (Bernard, 1972).

The pattern of the nuclear, self-sufficient family in the U.S. aggravates the difficult situation of the young mother. She lives isolated in her residence, remote from services, and from intellectual, cultural, creative, social,

and spiritual experiences. She becomes overprotective of her child, and loses self-confidence and her identity as a person (Reidean, 1963; Klein, 1973; Myrdal and Klein, 1956; Slater, 1970).

Rationale for Group Counseling

In working with women in individual counseling sessions, there were dozens of young mothers who shared problems and concerns revolving around being a mother. Individual counseling did not seem to provide an effective way to break through the isolation of these young mothers. In particular, one attempted and one successful suicide of two young women with pre-school aged children in the community demonstrated the need for help. Friedan (1963) and Veroff and Feld (1970) identified the mother of pre-school aged children as one who is offered the least opportunity for gratification of achievement strivings.

It seemed appropriate that an institution like the Center for Continuing Education of Women would respond to the problems of these women by helping them identify their problems and feelings and by supporting them in their search for self actualization. Perhaps this can be a step towards opening up opportunities and breaking the social isolation for this group. In view of the observable need, the Center approved the organization of a pilot counseling group for young mothers. The interaction with young mothers of similar circumstances seemed more fruitful than individual counseling because the group offers opportunities for sharing on an equal basis, identification with another person, and exposure to other women for diverse and similar experiences.

The goal of this group was to create a setting that would foster the following:

-an acknowledgement of the problems of young motherhood
-insights into the value of children
-escape from isolation
-elimination of guilt

The members in the group could also help each other with:

-resources, such as information and ideas
-services, such as babysitting and transportation
-support, in times of crisis, exams, thinking out ideas
-regaining self-confidence
-developing interests, finding a job, or continuing an education
-gaining personal stability and growth.

The Pilot Group

At the same time we were organizing the first group, we had received a number of referrals both from married mothers and unmarried mothers. Since the situation of the unmarried mother seemed more desperate then the one of the married mother and problems more acute, we decided on starting a group with unmarried mothers only. I, as counselor, felt that combining the single parents with married ones might be threatening and create discomfort to both parties.

Below follows a personal account of what happened with the experiment. The paragraphs include a brief description of membership, organizational aspects, group process, and content of the discussions.

I. Membership. The group consisted of six members including the counselor. The five women who participated were all single parents with one child.

Linda is twenty-two years old, not married, has a three year old bi-racial son, and transferred from a small community college in Michigan. She is a full-time undergraduate University of Michigan student. She hopes to go to medical school.

Kathy, thirty-one, has one two year old son, is separated from her husband, works part-time and takes one course at Washtenaw Community College. She is vacillating between going into law or occupational therapy. She has a college degree from Barnard College. She came from a worker's family in New York and earned full scholarships for four years.

Susan, twenty-seven, is separated, has a two year old son and a BA in journalism, and is in the process of re-evaluating her life goals.

Jenny, twenty-seven and a Chinese immigrant, is separated, has a one year old son, and is planning to go to school next year for a couple of courses, she has no college education. She came to the U.S. as a teenager with her stepfamily. Her family background is cloudy.

Desiree, twenty-four, is separated, has a one year old, is finishing her undergraduate work at the University of Michigan, and is still searching for a professional career, which is meaningful to her.

All mothers receive Aid to Families with Dependent Children.

II. Organizational Problems. Before the group was launched on September 24, 1973, a number of organizational problems had to be solved, e.g., finding a mutually convenient meeting time and a meeting place, and most particularly, making adequate babysitting arrangements. The meeting time was planned for two hours. Some mothers were unable to find babysitters for lack of money and brought their children to the meetings. We all shared in caring for the children while the discussion was on. We felt that this was a collective responsibility and not of the one mother alone.

III. Description of the Five Group Sessions. Five group meetings were planned to deal with the following subjects:

1. Objectives
2. Why are we mothers?
3. Children
4. Self-evaluation: career choices, jobs, continuing education, roles.

5. Round-up: what next, goalsetting, problems solving, decision making.

The first half of the five sessions dealt with consciousness raising and creating an awareness among the members. We then moved towards a discussion aimed at behavior change.

A summary of each session follows:

Session I, Date 9-24-74. Present: five mothers, two children. In order to create an open, sharing climate in the group, I invited consideration of group dynamics using a "participation formula":

$$\text{Participation} = \text{Security} = \frac{\text{Perception of self + Perceived Friendly Forces}}{\text{Perceived Unfriendly Forces}}$$

Perceived Unfriendly Forces

Discussion of this formula helps focus on desirable and undesirable behavior in the group discussion. For example, dominance, hostility, and aggression can be perceived as undesirable behavior, whereas tolerance, respect, and objectivity can be perceived as desired behavior.

I explained my role of organizer of the meetings, preparing topics for discussion, facilitation, counseling, providing books and papers from the library on relevant subjects, and consulting later when we have terminated the five sessions. We described the program as one in which input from the participants is welcome and encouraged. The program would consist of five sessions dealing with topics listed above.

The group liked the proposed program. There were no suggestions or objections. As the meetings progressed, we did not consistently stay with the planned program, but discussed the problem more relevant to the members at that particular time.

We then proceeded to talk about our objectives. This question evoked a passionate, spontaneous, and personal discussion because women are not used to talking openly and honestly about their needs, roles, and selves.

Linda began to cry instantly, as she asked the group how she could cope with her situation as a single mother. "There is so much to be done, you set your priorities and there is only so much you can do . . . your personal life is at the bottom of your list. Talking about yourself or your child is a luxury you cannot afford."

Susan: "I have just been separated, I would like to learn to care for my child on my own. How can I be a good mother?"

Jenny: "As a single parent in my own country, China, I would have committed suicide. I could not have let my child grow up without a father. I am embarrassed to be a single mother. People ask me questions about my husband or whether I am married or not."

Kathy: "I would like to go to school. How can I deal with feeling guilty about not spending more time with my child because of my going to school or having a social life?"

Virtually everybody agreed that they came to the group because they did not know any other single mothers and wanted particularly to meet other single mothers. Married mothers and single friends could not share their problems.

We terminated the session with the agreement of all present to bring a list of suggestions for topics for the next meeting. The group appeared to be communicative, comfortable with expressing thoughts, and committed. They encouraged Desiree, one of the members, to participate regularly despite a photography class she was taking at the same time. Desiree volunteered to Jenny, another member, to help her move to another house.

Session II, date 10-1-73. Nobody had made or written a list of subjects they wanted to discuss. "It was like having to do homework for school it was like something else that had to be done, it was redundant, everybody knew what to talk about, the problems are clear and it eliminated the spontaneity of the discussion."

This time we talked about "why are we mothers?" Being pregnant was a joyous situation for Linda and Kathy. For these two, feelings for the fathers did not play a major role in their becoming a mother. Pregnancy was a happening in itself. Four mothers were pregnant before they married. One mother did not marry. Despite options of abortion or adoption, all mothers were positive about keeping their babies. Most agreed, however, that the timing was bad. Desiree saw her baby as an extension of her relationship with the father. Jenny wanted a child to create a possibility of giving someone the genuine love she herself did not get as a child. She described her youth as unhappy and having felt rejected and abused by her step-mother. This led to an extensive, active discussion on mother-daughter relationships. Some described their mothers as dutiful but unloving and inconsistent in raising their children. Some described them as good for infants, but unable to relate to independent, developing individuals: "My mother would give me everything, clothes, music lessons, but when I decided about my own friends and music she would be against it and would say, 'this sinful kid.'"

Half of the mothers appeared to come from rigid and strong religious backgrounds. This discussion automatically resulted in questioning the role of mothers:

Kathy: "I realize I have to deal with my own mother in my mothering David. I feel the pressure of having to be an exceptional mother, making up for my mother's mistakes, having to overcompensate for what I missed in my youth."

Susan: "What if expectations we had for our child do not come through? We cannot avoid having expectations, but our children are individuals too, as we are with our own set of options and goals."

About men and children:

Desiree: "I really wonder whether men can love and care for children. Robins's father does not care. My mates get scared when they discover I have a child or they think, she is desperate and they take advantage of me."

About friends:

"Visiting friends is a problem. I am welcome as long as my kid is smiling and quiet. As soon as she starts to act out or has to be changed, it is my responsibility."

"I wish there was more a sense of collective responsibility for our kids. Why can't the community share in caring for our sons and daughters. We really cannot have a social life. We have to be self-sufficient."

We ended the discussion by brainstorming about how to modify life situations. A number of factors were considered, e.g., the need for a supportive environment, resources, risk-taking skills.

Session III, Date 10-7-73. Present: three mothers, two children. One mother desperately needed study time—one mother's purse was stolen and child was sick.

This time Jenny urged the group to discuss the subject of deciding on a career and job hunting. The group agreed. We used a procedure that consisted of having each participant focus on the following questions:

What are my interests? (self-evaluation)

What would I like to do in a job? (career choices)

What skills and credentials should I acquire to get that

job? (goal setting)

What one goal do I want to work on later in the program?

The discussion about self-evaluation led to very existential questions such as values in life; one's input in society; the meaning of success, achievement and power; and do I learn for enjoyment or do I just want the credits to enhance the possibilities for employment or self-actualization.

These questions inevitably led to talk about welfare. Most women felt they had a right to be on welfare. "But it is so humiliating, the food stamps I have to carry, the bank where I cash my welfare check . . . There is no money to get an education. A job hardly pays." The comments show how their identity is painfully associated with welfare and struggle to survive.

The remainder of the time was spent on information about eligibility for medicare, food stamps, and childcare subsidy. The possibilities of being on welfare and working and going to school were also explored. The mothers also expressed how much they resent being on AFDC and how much it hurts to admit you have to apply for it.

Session IV, date 10-22-73. Present: five mothers, one child. We talked about career choices. Kathy described her dilemma: should she go to the law school after having graduated from Barnard College? She feels the social pressure to pursue a prestigious career such as law school while her real choice would be occupational therapy.

Linda would like to be a physican. She changed from nursing to medicine when she discovered she needed the status and independence of a physician to work on desirable changes in modern health care delivery.

We finished this session with the following topics: what are our present and future financial needs; and where are the sources of financial aid for full-time and part-time students.

Session V, date 10-29-73. Present: three mothers. The fourth mother had car trouble—the fifth mother's child was sick.

Session VI, date 11-5-73. Present: four mothers, one child. The fifth mother's child was sick.

Sessions V and VI will be discussed together since they are interrelated in content and the discussions are identical in some respects. At the fifth session I passed out an evaluation sheet to be returned to me.

Session V and VI were final meetings. I described to the group how they were functioning as a group, how they had become more homogeneous, and how they tried to relate to each other by becoming sensitive to each other's needs and improving their group skills.

The group expressed a strong desire and need to continue to meet with the counselor and on their own. One commented: "We have not had any responsibility for the sessions. We come and go, there is some thinking going on between sessions, but not in a structured way. I am afraid to take the responsibility." Several repeated they had discovered they were not alone in their problems, which gave a feeling of support and an encouragement to continue "to live." They found they were not "crazy" or "inadequate." They asked for concrete suggestions to break their isolation and to be of service to each other. The following ideas were brought up:

-communal living (we talked about ways to get information, organize communal living, and the problems involved);

-writing a manual for young mothers with resource material;

-start a local organization of single parents within and outside the University;

-establish a hotline for crises, help, and support.

We then discussed how the group could conduct its own sessions. It was suggested that one person, on a rotating basis, be responsible for the meeting, think through topics, summarize the discussion and arrange the place to meet.

I described my future role as a consultant to the group and as a counselor to the group or to the individuals. We terminated the meeting with a demonstration of problem solving and decision making techniques applied to the one goal they had set for themselves at sessions III and IV. I also offered a list with a number of questions and problems the group could discuss when they meet independently.

Follow-up Session, date 11-26-73. Present: four mothers, one child. The group had met twice during the two weeks we did not meet at the Center. All mothers participated except Desiree whose child was seriously ill and hospitalized during this period. They all looked forward to meeting each other. Without the group they would feel lost. The experienced support from each other. "We don't have to explain things, there is trust and an immediate sense of understanding," they said. One reported they had difficulty with the structure of the group discussion. It did not appear they wanted more structure for they already are living a life that they constantly to have structure. They want to work towards a goal, to have equal group participation, and to eliminate dominant behavior.

It was interesting to hear the several mothers who were in therapy describe the difference between the group meetings and therapy. The group meeting had a therapeutic effect; the experience was one of support, dealing with practical problems and having an opportunity for discussion on an equal basis, which they did not feel was experienced in therapy. They had a clearer notion of being considered "normal" as opposed to "crazy" in a relationship with a therapist.

Evaluation

The findings from this pilot group experience with young mothers can only be preliminary. There were only six one and a half hour sessions, which is somewhat limiting for in-depth discussion, behavior change, and establishment of interpersonal relationships.

From the evaluation sheet and the personal feedback, it appeared that virtually all mothers came to the group to share experiences, information, solve problems, and to learn from others with young children. One said specifically that she had positive experiences that demonstrated to her the possibility of taking care of herself. The group provided friendship and an abundance of moral support. They began to develop a readiness to trust, to understand, and to help each other. They discovered a similarity of problems such as finances, childcare, child management, aloneness, and a lack of sense of direction.

It seems that young single mothers feel rejected, anxious, and have little hope for a satisfying, fulfilling life. Some mothers were depressed, thought they were ab-

normal, and had been so isolated and guilt ridden that this experience created the first opportunity to talk about their feelings, their problems, and their frustrations.

As single mothers they felt pressure to perform extra well on the job of raising children and of working or going to school. People were more critical of single women with children and more ready to judge them. All mothers had to live on welfare and felt a tremendous motivation to become financially independent.

Three of the women recently returned to school, while two were searching for definite educational goals. They saw education as a necessary means to make themselves independent (financially and psychologically), self-confident and a better person. An education was one way to break their isolation and may eventually make them an integral part of society.

The members of the group were still in the process of evaluating their life goals, career choices, and life styles. They indicated a desire to be with other single mothers in the group. Married women, they felt, could not identify with them and showed less immediate understanding.

The mothers expressed being highly motivated to go to the group. There was a sense of being lost without the group.

The group interaction had an immediate practical effect. This was illustrated through a crisis the group had experienced while they were on their own.

One woman's husband appeared at her apartment from the South, where they had lived as a family. The group members arrived immediately following his appearance. She was a wreck and petrified her husband would take their child (which he indeed did a couple of months later). The women readily offered babysitting, transportation, a "pep talk," and provided a sounding board for the woman to express her emotions.

The independent meetings demonstrated some difficulty with group dynamics and individual relationships, such as crisis intervention in a group, too many demands on the part of one member or another, and the question of structure.

Future Issues and Subsequent Groups

The first experience with group counseling and discussions with young mothers, without looking too much into the long-term effects, could be viewed as successful. It appears that we are meeting a need of women in the community who otherwise feel discouraged to enter or continue school. These women, too, want to grow as persons through an education.

Meetings. As to the question whether they wanted to continue on their own, they all replied they were not ready for it yet. We can only hypothesize on the aspect of number of sessions and structure. The danger of terminating the sessions too early could create a superficiality and force participants to join another group, a phenomenon observed quite frequently in a society in which "groups" are popular. Too few meetings may not create a bond, a relationship which is so necessary in risktaking, modifying behavior, having aspirations, making decisions, and solving problems. Too many meetings with a counselor may cause the group to become too dependent. They eventually want to continue to meet as a group without a counselor and make the group experience a long term one. The first group, after six meetings and one follow-up session, appeared to be able to function on its own.

Assignments. The element of structure in conducting the group meeting is also something we are uncertain about. It appeared important to the group to discuss within an unstructured framework. We had planned more structure, but the group did not seem to function this way, as they "forgot" to comply with written assignments. The group commented that they were already "in a harness," they did not want "a course of homework." However, in evaluating the content of the discussions, we seemed to cover areas we had planned to discuss and we achieved a beginning of changes we wanted to see happen.

Organization. One important aspect we don't want to underestimate is organizational. Getting the group together at the same time and planning the sessions within the school semester (both for parents and children), taking into account semester breaks, exams, registration, and childcare arrangements seem crucial factors in conducting the groups.

Perhaps we could continue the experiment by conducting one group of five members per academic term for six sessions and two follow-up mettings.

Subsequent Groups. Since our first group in the winter term of 1974 with five members and one in the winter term of 1974 with five members and one in the summer of 1974 with six members participating.

Participants in both groups were either women who came to the Center for counseling or friends of theirs. In the summer group we also had women who knew about the program through posters displayed at various agencies in the community.

The problems of the latter groups were similar to those of the first: lack of finances, lack of childcare, struggle for mental and physical well being for both themselves and their children, social pressures to do "an extra good job" as a mother, student, housekeeper, societal pressures to keep them poor and dependent, problems with coping with an inadequate social life, and lack of support and encouragement for personal growth and self actualization. All women were extremely motivated to become educated and to pursue a career that can support them and their children and be fulfilling as well. Marriage was not their first goal. From the feedback we have received through the year from all three groups, we learned that some of the women did make decisions about their lives (entering school, moving to more adequate housing, and living arrangements, organizing babysitting exchanges, creating free time for themselves, and getting a job). However, most of the women's lives are not yet rosy. They have a long way to go. But at least, they seem to move, step by step, toward finding themselves.

For reference listing see the Bibliography section at the back of this issue.

communique

resources for practicing counselors

vibrations

Loans for Little Folk

At a recent meeting of the National Association for Child Development and Education, Alan Angrist, owner of the Alphabetland Centers (preschools) in New York, told of a new finance system parents are using for preschool education. To finance such education of their children, parents are seeking bank loans ranging from $3000 to $5000 for two or three year periods. Angrist also said some parents are using regular charge cards to pay for preschool education. Such means of financing represents a breakthrough for preschool organizations which do not qualify for loans guaranteed by the Small Business Administration since preschools are classified as "educational insitutions", and not as business enterprises.

Change on the Street

The street people of the 1970's are a lot different from those of the 1960's. This and other findings were offered in a survey by social welfare professor Henry Miller and grad student Jim Baumohl of U-C (Berkeley). Interviewing 305 street people last year, they found that although the street people maintained a counterculture facade, they had surprisingly conventional values and aspirations. Most wanted to work but had little of the skills, references or attire possessed by the successful job seeker. The street people of the seventies were also likely to be children from working class or poor families, in contrast to the middle class hippies of the sixties. The researchers suggest community employment programs to help these people, but a dilemma arises when there is little or no community money with which to finance such programs. For more information, contact: Henry Miller, School of Social Welfare, U.C., Berkeley, CA 94720.

Later Marriage, Lower Birthrate

Recent statistics project that women will change their time to marry and number of children they bear. These projections come from the Bureau of the Census in the U.S. Department of Commerce's Social and Economic Statistics Administration which made comparisons between women born in 1935-39 versus those born 1950-55. Thirty percent of women born between 1935 and 1939 married by the time they were 18, while only 17% of those born between 1950 and 1955 married by age 18. Also, women under 18 are having fewer babies now than they did 15 years ago. There were 204 births per 1000 women among the earlier group, but only 104 per 1000 among the later group.

The report, *Fertility Histories and Birth Expectations of American Women: June 1971*, is available for $3.10 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Specify report P-20, No. 263)

The Bankbook is Still Where It's At

The types of background variables which affect academic achievement were the foci of a survey done by Westat, Inc. of Rockville, Maryland. The traditional factors of socioeconomic status, sex, race, ability, school differences and attitudes accounted for 20 to 50 % of the variation in scores. Socioeconomic status influences 10 to 25% of the variation in student test scores and represents the predominant factor in educational achievement.

This survey is the first step in a plan to add to the meaningfulness of National Assessment of Educational Progress (NAEP) data by identifying those factors in a child's background that affect his achievement in school, according to George Johnson, associate staff director, NAEP.

The Westat report, "Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature," can be obtained from NAEP. The cost is $4. In addition to the technical report, Westat has a recently compiled bibliography of over 200 studies of back-

ground variables. The bibliography can be ordered from NAEP for $2. (National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln, Denver, CO 80203.)

Stopping Out

"Dynamy" is a word whose etymology shows a meaning of strength, and is also the name of a unique approach to "stopping out" at Macalester College, St. Paul. This program breaks away from the traditional norms, and affords students an opportunity to spend a year in direct, full-time involvement with politics, business, government service and education. David Stricker, its director, believes Dynamy is an important alternative for young people just out of high school, enabling them to seek direction and discover how they wish to live their lives after their schooling is completed. Dynamy participants are not chosen because of specific academic talents, but, according to the Chairman of the Board of Trustees, "they have to have a lot of guts."

Ed State Data Bank

The Office of Education's National Center for Educational Statistics (NCES) has contracted with System Development Corporation of Santa Monica, California, to develop an educational statistical data bank. The arrangement is called EDSTAT I and is currently operational on a one-year trial basis. NCES estimates that there are 300,000 keyboard terminals connected to phone lines presently in use. Future plans project a wider usage and an expanded base of stored information. Stats now available through this retrieval system represent all levels of education.

Supply Up, Demand Down

If Bureau of Labor statistics hold true, college graduates between 1980-1985 will exceed demand by 10%. This is the outlook presented by the bureau when it projected trends both in the job market and in the number of college grads. However, Michael Pilot, a labor economist in charge of the bureau's *Occupational Outlook Handbook*, emphasized that their estimates were not predictions of what will happen but what can happen if present patterns of education and work hold steady. Also, in reporting its projections, the bureau noted that college grads have an advantage over their nongrad peers. The bureau cited the fact that between 1969 and 1972 unemployment among college graduates between the ages of 20 and 24 increased from 2.4% to 6%, while unemployment for non-graduates of the same age increased from 5.7% to 10.3%.

Value of AP

The idea of an Advanced Placement (AP) Program to serve as both a money-and-student saver was proposed in the March 1974 issue of the *Better Homes & Gardens*. Gerald Knox, the magazine's education editor, showed the advantages, both educational and financial, of participation in the nationwide program, and explained how a community could introduce AP into its high schools, how a student could participate even if his school does not have an AP program in operation, and where to obtain further information. For copies of the article or for further information about AP, write: Advanced Placement Program, College Board, 888 Seventh Avenue, New York, NY 10019.

"The Times, They Are a Changin"

It was the early 1960's when these Dylan words charged college youth to challenge the various political, social and moral tones of our society. The era of the 1960's saw the generation gap and campus radicalism dominating this period of transition. Now, however, a startling shift has occurred in youths' views of work and morals. Mr. Daniel Yankelovich surveyed 3,522 American youths between 16 and 25 during 1973, and detected these changes between the 60's and 70's: Criticism of universities, the military and the health of American society generally has decreased; College students have shown greater acceptance of the requirements of law and order; The work ethic appears stronger among college students, although it has lost much support among non-college youth; The new sexual morality has spread among college youth and is beginning to take hold among the non-college population; The women's movement has had a wide impact; The attitudes of non-college youths have nearly reached the point at which college students were five years ago in the adoption of new social and moral norms. While campuses have become quiescent, signs of latent discontent have appeared among non-college young people.

"What seemed to be a generation gap was actually the leading edge of a new morality and quest for new, self-fulfilling life styles that have now spilled over from the campus to influence all of American youth—and many of their parents as well," says Yankelovich. He further offers that "the dominant theme of today's college climate" might be the effort of students to achieve a synthesis of self-fulfillment and succesful career. In the late 60's, self-fulfillment was seen more as an alternative to a career.

Back to McGuffy?

The statistics are in, and the evidence proves Johnny still can't read very well. Recently the government released a survey conducted between 1966 and 1970, suggesting that one in 20 youngsters between 12 and 17 cannot read at fourth-grade level; among the poor, the rate was much higher. Within the ranks of professional educators, the debate continues on how teachers can most effectively teach reading. The issues involved in this debate focus upon better nutrition, phonic approaches, and improvement of teaching skills. Nonetheless, most will agree that those who cannot read suffer greatly in our society since they go through life like cripples—not blind, but blinded.

Teaching Law in the Schools

Lawyers and educators have been concerned for some time over the fact that students leave high school not knowing what their rights are, how civil disputes are settled or what a trial is like. Now some believe Watergate may serve as a positive force on law studies in the schools much as Sputnik did for math and science education in the 50's. At a recent Regional

Conference on Law-Related Education in Washington, a workshop was sponsored by the American Bar Association (ABA) to show how a teacher could handle controversial issues in the classroom. Such issues as the Supreme Court's decision on abortion, separation of powers, and other landmark decisions were demonstrated combining the Socratic method and role-playing. The ABA has a movie on law-related education, called "To Reason Why," for use, free, from: Youth Education for Citizenship, American Bar Association, 1155 E. 60th St., Chicago, IL 60637.

Open the Door, Richard

Parents of elementary school students in Ridgewood, New Jersey, have pressured its board of education to purchase $4000 worth of doors. Their concern is over the open space education system in Henrietta Hawes Elementary School and their fear such a system will decrease discipline and learning. The school staff and most of the Hawes PTA favor trying the open education system for a year, without the doors. Some parents, however, have asked the board to buy the doors this year, so that teachers could close off their rooms if they wanted to. The parents also feel that if the experiment were not successful, they would have to pay more for doors next year.

Child Abuse

When you suspect child abuse, what should you do? Supplying information about child abuse is one of the services of the new National Clearinghouse on Child Neglect and Abuse, located in Denver at the Children's Division of the American Humane Association. Funded by the U.S. Children's Bureau and the Office of Child Development, the Clearinghouse is Developing a computerized information bank as well as written materials on child abuse. Findings will be made available through an annual report to agencies planning preventive and treatment services. For information, write: Children's Division, American Humane Association, P.O. Box 1266, Denver, CO 80201.

Two other programs focusing on child abuse are a new Head Start Program sponsored by the Office of Child Development and now being readied so that teaching personnel can be trained to identify child abuse and to know when and how to intervene, and Parents Anonymous, a non-profit organization set up to help abusive parents. Interested persons can check their local phone books for local chapters, or write to: Parents Anonymous, 1841 Broadway, New York, NY 10023.

Children's Television

A grant of more than $6,890,000 has been provided by HEW to finance seven new children's television series aimed at crosscultural and mixed racial audiences. The Emergency School Aid Act (ESAA) authorizes federal assistance in several forms to school districts undertaking desegregation, and 3% of its funding is apportioned to educational TV programs related to the improvement of education and desegregation. The Office of Education will also provide for the continuation of a successful Spanish-English series, "Carrascolendas." Three of the new programs will be available to a nationwide audience, and five contracts will go to TV stations to produce on a regional basis.

research findings

If kids misbehave in class, you send them to the counselor, but a better bet is to send their parents and teachers to the counselor! In a study conducted with 372 disruptive elementary pupils, their teachers and their parents, four groups were established. Group A (indirect intervention) consisted of children whose mothers were exposed to Adlerian group counseling; Group B (indirect intervention) consisted of children whose teachers were exposed to Adlerian group counseling. Group C (direct intervention) consisted of children who themselves experience group counseling, and Group D (control) was composed of children who received no special counseling and whose teachers and mothers were not involved. Greatest gains were made in Groups A and B—indirect approaches with teachers or parents, which accounted for all gains over those of the control except in the reduction of Achievement Anxiety where Groups A and C both produced significant decreases.

When we speak of behavior modification, we generally assume we mean children's behavior. Apparently better results can accrue from changing the behavior of significant adults who unconsciously act as role models for youngsters.

J of Counseling Psychology, V21 N1 p3-8

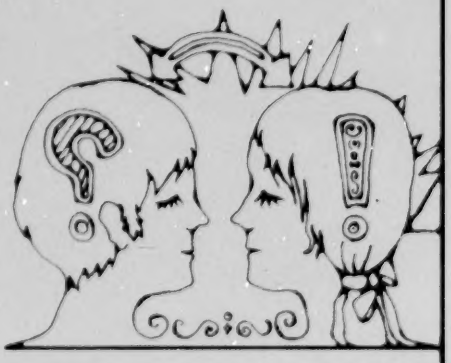
We may be willing to stand up and be counted—as long as nobody knows our name. A study by two psychologists examined signed and unsigned letters written to newspaper editors in several large cities in response to campus demonstrations and city disturbances. Letters were classified as pro-police (anti-student) or anti-police (pro-student). Anti-police letters were signed in 95% of the cases, while pro-police letters were signed in only 75% of the cases. Conclusions by the researchers are that the pehnomenon of attitude-related concealment of identity exists, that it is not geographically limited, and that it is not issue specific. They suggest a "value expressive" hypothesis as an explanation, indicating that the act of concealing or revealing onesself may relate to one's self-concept—concealment may reflect a self image of a member of the silent majority; identification may reflect a self-image of being counted or of public concern.

Behavior Today, March 4, 1974

When kids act out, it's usually the parents who get the blame. But which parent is held more accountable? A recent study sought to ascertain how sex role stereotypes and attitudes affect blame placement for psychological problems of children. Subjects (170) were randomly asked to read fictitious case histories of disordered boys, girls or children whose sex was not indicated. They were asked to ascribe total blame to the parents, dividing it as they deemed appropriate. Disorders had previously been categorized as "masculine', 'feminine' or not obviously sex-related. Study results supported a relationship between sex role stereotypes and blame attitudes, with both sexes attributing greater father blame for two of the 'masculine' disorders. S's who read about girls blamed fathers less than those who read about boys or unspecified children, although all S's blamed father more than mother. There was a tendency to attribute more blame to mothers for non-sex-related problems, reaffirming findings from previous studies, and suggesting that some of these disorders are viewed as emotionally-based and hence 'feminine'.

How can we ever get mama out of the house when we need her there as a source of blame for the kids?

J of Consulting and Clinical Psychology, v42 n1 p153-154



Tutoring is a help to the tutee, right? Not always, according to a study of peer tutors in elementary school. In hopes of helping

both tutor and tutee, a project was launched wherein low-achieving fifth graders tutored average third graders every other day, in science, language and reading. On intervening days, students all worked alone. Each day both groups were tested on material studied. Results show that, while tutors learned substantially more on tutoring days than on alternate days, tutees learned less!

This project is like a penicillin shot—the purpose is good but the path is painful!

Human Behavior, v3 n8 p8-9

Good looks may be transitory—or even illusory—but there is reason to hold on to them as long and as fiercely as possible. A study, which confirmed previous results, has determined that attractiveness, particularly in females, correlated highly with ratings on job performance, regardless of the quality of that performance. Two fictitious essays were composed, one well-written and one disorganized, and 30 copies of each were distributed to 60 male undergrads who were asked to evaluate them on a series of rating scales. Each essay group was further divided—a third had pictures of an attractive female, supposedly the author, a third had an unattractive picture and a third had no picture at all. Attractive writers were most highly rated by all picture groups, with greatest variation occurring when the author was attractive and the essay was inferior. While unattractive authors who wrote well were not discriminated against, attractive ones who wrote poorly were given high ratings, suggesting that if one is attractive, one can get away with a below-par performance.

Revlon, keep those cosmetics coming!

Behavior Today, May 6, 1974

Yet another study on the pitfalls of being unattractive, this one examines the way in which male and female counselors rate the prognosis of those clients of both sexes receiving personal counseling. Subjects were 75 male and 80 female undergraduates who visited a university counseling center for help in personal adjustment. Notebooks were kept by the counselors and by their receptionists wherein ratings were set down for each counselee the counselors or receptionists could clearly remember. Rating scales concerned initial contact, clinical status at last contact, and prognosis at last contact. Followup ratings two months after completion and return of the notebooks examined retrospective counselor judgements of counselee attractiveness.

It was found that both male and female counselors as well as receptionists gave significantly correlated ratings of attractiveness, interpersonal approach and prognosis to female clients, suggesting that society has institutionalized beauty standards for women and that more attractive people can perform adequately in social situations.

While this study certainly does not validate counselor judgements, it does strongly suggest that counselors of both sexes be aware of their inherent biases in favor of attractive females. While it is probably true that attractive females are given more opportunities to succeed, it is also true that their problems are real and don't disappear with the use of more lipstick and mascara.

J of Counseling Psychology, v21 n2 p96-100

Are your kids deprived? If you are a working mother of school-age children it has been widely assume that your absence from home is shortchanging your children of needed maternal influence and psychological support. Recent research into studies on maternal employment finds no support for this deprivation theory. What the current study of findings does report is that: (1) when the mother finds her job satisfying, effects on the child are usually positive; (2) daughters of working mothers have a less confining view of the female role than do daughters of nonworking mothers; (3) many working mothers, in efforts to compensate their children for their limited time together, plan heavier schedules of activities for and with their children than do non-working mothers. It may be that their perceptions of mothers at home is over-idealized.

As in many other areas of endeavor, the quality of mothering is probably far more importan than the quantity.

ED 086 340

With Women's Lib and expanding opportunities for females, how do young women actually feel about their life roles? A study still underway is investigating attitudes and ideologies of freshmen women concerning sex role orientation and educational aspiration levels. Two hundred forty-eight freshmen are involved in the study, which seeks to determine their degrees of career salience. While the major hypothesis (that the majority would not reflect career salience) has been supported, a surprisingly high percentage of subjects (43%) do, in fact, reflect career salience. Of these women, 80% indicate that their mothers are satisfied with their roles as homemakers, suggesting that today's young woman is definitely not a mirror image of her mother.

There was a time when looking at a girl's mother was a valid portent as to what the girl herself would be like 20 years later. Apparently, today's woman is her own person and not a reflection of someone else.

CG 009 087

If counselors are going to be of genuine help to students, it is essential that they provide the kinds of services young people need, want and will accept. A recent study seeking to determine student counseling priorities *vis a vis* their priorities for being in school has found major discrepancies between these two areas. While students see their personal development as their primary purpose for being in school, they see the primary purpose of counselors as assisting them in making vocational and education decisions, an area which they do not rate as most important to themselves. In this regard, this report supports findings of previous studies which indicate that students do not generally consider the counselor as

the person with whom they prefer to discuss personal concerns.

What these findings suggest is that the very area in which counselors are most highly trained is the very area in which their services are least desired. Those areas in which their assistance is most valued are the areas in which their training is very limited. A return to the old-fashioned academic advisor seems indicated.

CG 009 053

Another study investigating the congruence or disparity between counselor functions and student perceptions of the ideal counselor functions once more supports the above findings. In the current study, the major premise was that the congruence or disparity of perceptions between students and counselors would be a significant criterion of the impact that counseling services were having on the students. Questionnaires completed by 272 randomly selected high school seniors and 33 counselors showed that students and counselors differed significantly with respect to their perceptions of some of the 12 counselor duties listed on the questionnaire. While counselors saw themselves ideally (1) doing personal counseling, (2) sensitizing teachers to students, (3) helping students with teacher problems, and () helping with vocational planning, they actually did (1) paper work, (2) vocational planning, (3) help with teacher problems, and (4) personal counseling.

Students saw counselors performing much as conselors saw themselves, except that for students writing references took the place of personal counseling. Ideally, students would like counselors to provide help with (1) vocational planning, (2) teacher problems, (3) college and job references, and (4) sensitizing teachers to students.

As in the previously-discussed study, this report concludes that students see counselors as giving advice and information on future plans, and not as personal counselors. Counselors clearly have a choice to make—either they must better equip themselves to offer the kind of help students want from them, or they must educate students to accept help in areas where it is currently not of high priority.

Dissertation Abstracts International, v34 n11 p6969-A

A "gift of gab" may help to fill a lull in the conversation but it doesn't necessarily project an accurate image of you. A recent study sought to explore the relationship between responsibity to non-linguistic cues and accuracy in perception in perception of others. Also examined were variables of sex of perceiver and judgement of the same or opposite sex. Fifty-six judges rated high on responsiveness either to linguistic or non-linguistic cues observed videotaped interviews of six others (three male and three female), and examined responses made by the interviewees to the California Psychological Inventory (CPI). Judges were asked to match the linguistic and non-linguistic cues to appropriate interviewees. Study results showed that nonlinguistic judges were significantly more accurate in their perceptions of others as measured by their abililty to match interviewees with CPI responses. Also, both male and female judges made more accurate first judgements about females than about males.

It would seem that while first impressions are important, we should not trust all to the spoken word. Depth perception does not always refer to an ophthomological condition!

Dissertation Abstracts International, V35 Ni p181-A

Editorial Note

Impact frequently reprints statements that represent provocative, if not extreme, views as a means of sensitizing readers to important issues or developments that are relevant to the work of those with helping responsibilities. Occasionally, these statements may seem to contain political references or to have political connotations. We wish to emphasize that neither by design nor intent does *Impact* take stands on political issues or questions or evaluate political figures. The basis for inclusion of items is determined solely upon the utility of the information for the performance of professional responsibilities and activities and any attempt to draw inferences regarding political views is inappropriate and unwarranted.

Documents in the above references which have an ED (Eric Document) number may be ordered from the ERIC Document Reproductive Service. See ordering instructions in the Bazaar or Bibliography section. Ordering numbers not preceded by ED indicate the document is a dissertation. Volume and page numbers refer to *Dissertation Abstracts International*. Dissertations may be ordered from University Microfilms, 300 North Zeeb Rd. Ann Arbor, MI 48106.

MULTIPOTENTIAL-A CONCEPT FOR CAREER DECISION MAKING

by Ronald H. Fredrickson
Doris J. Rowley
and F. Ellen McKay

Dr. Fredrickson is Professor of Education at the University of Massachusetts, Amherst. Ms. Rowley and Ms. McKay are graduate students in counseling at the University of Massachusetts, Amherst.

Harry, a high school senior, is consulting with his counselor about what he is going to do in terms of a vocation after graduation. During the preceding years, Harry has taken a number of standard achievement and aptitude tests and interest inventories. They have all shown that he performed above the 50th percentile on achievement and aptitude tests. While there were differences among the individual test results, none seemed significant when the standard error of measurement was considered. The "flat" test profile revealed that Harry could probably do a wide number of tasks well, but this is a reflection of past opportunities to develop skills more than a prediction of future skills upon which his career decisions can be made.

The counselor had suggested in Harry's junior year that, since he was unsure of an occupational choice, he might consider liberal arts in college. Then, while in college, he might find something that he might wish to try after college graduation.

Harry and his counselor had little opportunity to get together outside of their annual sessions, even though the counselor had wanted to do so. However, a check of his records indicated Harry planned to attend college and enter a general education program, which was considered sufficient as a career choice. Once that line in the cumulative record listing "Future Plans" is completed, all seems well in the guidance office.

In this case, Harry is what we call "accident prone" in terms of career planning. He is uncertain, and tests and inventories have given him few clues as to a specific area he might follow in career decision-making. He is vulnerable to chance happenings, and the selection of a vocation becomes as predictable as the weather. But herein lies the irony of the whole question of appropriate occupational choice; as will be demonstrated in this article.

Many individuals can seemingly rely on chance, since they are able to adapt themselves and develop the necessary specific skills to perform well in almost any occupation. They are in this sense multipotential. A multipotential person is defined as any individual who, when provided with appropriate environments, can select and develop any number of competencies to high level. Further discussion of the multipotential person may be found in the book *Recognizing and Assisting Multipotential Youth* (Fredrickson and Rothney, 1972).

Generally, career decision making has been a matter of identification of single talents, a narrowing down process. It is time we look for different approaches and consider why the concept of multipotentiality appears valid for the career counselor.

Consistency of vocational choice is something long sought after but seldom achieved. Census figures were used by Hutson (1962) to show the unrealistically high number of high school students who indicated a professional occupational goal requiring a minimum of a baccalaureat degree. From a sample of 699 senior high school girls, 38.5 per cent sought a professional goal. The proportion of junior high school girls desiring professional vocations was 64.5 per cent of 605 sampled. The figures were similar for boys with 57.8 per cent of 623 junior high school boys and 46.4 per cent of 817 senior high school boys preferring professional occupations. This exceeds the general population census figures which show that only 12 per cent of workers are in professional fields.

As part of a larger evaluation study on counseling effectiveness, Schmidt and Rothney (1955) followed 347 students from four Wisconsin secondary schools through senior high school and six months after graduation to record consistency of vocational choice. In this unique longitudinal study, they reported that of the 121 students (35%) who were consistent during high school, only 81 (23%) entered the preferred occupations. From those 168 students who were consistent over their junior and senior years, 82 (23%) entered the vocational area of their choice. One would have expected that choices made in the senior year would more likely be followed six months after high school, but such was not the case. Twenty (41%) of the 48 who made a decision during their senior year entered that occupation after high school graduation.

Researchers working with the Project Talent Data bank point to inconsistencies in career choices (Flanagan and Cooley, 1966; Flanagan, 1973). Similar inconsistencies over time have been reported by Holland, 1963; Kohout, 1963; Warren, 1961; Davis, 1965; and Hind and Wirth in 1969. While the "why" of the inconsistencies are myriad and illusive to obtain, the explanation may not be in terms of becoming more realistic in choices, but in the individual's adaptability.

Adaptability

The human organism appears highly adaptable both physically and psychologically to its environment. People can live and work in temperatures ranging from 45 degrees below zero to 110 degrees above zero. They can work for hours in the heat of blast furnaces, in the cold of meat packing refrigeration rooms, at sedentary indoor occupations or at heavy outdoor labor. Kitson (1925) says that, in view of human beings physical adaptability to such extreme conditions, it is absurd to think that an individual is fit for only one occupation.

A more recent study (Bureau of Labor Statistics 1967) verified Kitson's earlier study. Researchers found that "about 5½ million of the almost 70 million Americans employed in January 1966 were working in an occuaption different from the one they were in January 1965. Sixty per cent of those who changed were under 35 years of age."

There is a premium on adaptability in today's world of work. Shifting manpower needs, the geographic mobility of industry, and automation all contribute to the importance of vocational adaptability among today's work force at all levels. Today it is not uncommon to find college graduates as well as the unskilled on the unemployed list. The shifts from rural to urban living, blue collar to white

collar, unskilled to technical occupations, employed to unemployed, change or early retirement, forty to thirty hour week, all make adaptability a means of survival.

A change that does not appear connected to one's work competence is shown by the difficulty employers and government services are having in encouraging workers to move to different parts of the country where work is located. Need for adaptation comes not only from external manpower factors but from internal pressures and questions of personal happiness.

Research in the area of vocations has focused more often on permanence of choice than on mobility and transition between occupational choices. Although it is generally understood in career counseling that, as Super (1953) says, " . . . each person has the potential for success and satisfaction in a stated number of occupations," research in this area has been sadly lacking. Dealing more often with consistency of choice than with personal adaptability, one can only cite evidence: people do move from one job to another, and people do change from one vocation to another with apparent ease.

A career counseling process that supports the notion of multipotentiality will be better able to help the client learn to expect change in his career and anticipate the need to develop other abilities. In this way, the individual will be able to control his own career plan and direction.

Career Decision Making for the Multipotential

A number of tentative assumptions may be proposed that suggest a multipotential approach to career decision making. These are:

1. Individuals appear more variable than consistent in their vocational choices.
2. The higher the education attained, the less variable the individual is in occupational choice.
3. Individuals appear to be able to adapt to a wide number of job requirements and settings. It may take just as much ability to adapt to one's original choice as to make and prepare for a different choice.
4. A multipotential individual may select a vocational choice almost at random and then set out to acquire the qualifications and characteristics that will make him successful in that career.
5. The actual occupational decision plays a minimal role in the total scheme of career planning. The actual process of implementation of that decision is of far more critical importance to the individual. Kitson (1925) speaks of " . . . vocational life as a process of evolution in which successful adjustment in one line of work may be but the preparation for another more exacting occupation." It is this successful adjustment that is the result of acquiring the qualifications and characteristics necessary for the job chosen and that often makes one job a stepping-stone to another.
6. An individual may be just as satisfied and successful in one occupation as another. Evidence about consistency of vocational choice probably raises more questions than it answers. However, evidence seems clear that a sizable majority of our youth change vocational choice or preference at least once before completion of formal education. Consistency appears related to the nature of the occupation preferred and the ability and personality of the individual.

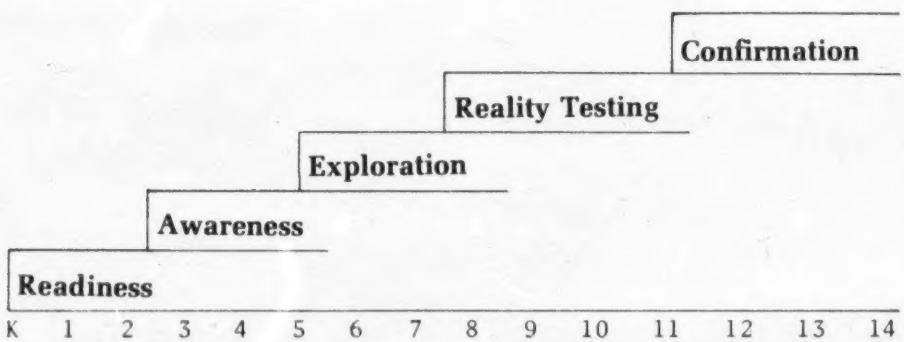
The concept of multipotentiality requires a different examination of the procedures we use as counselors concerned with career decision making. It no longer appears appropriate to view vocational choice as a funneling or narrowing-down process. The activities of the counselor following the multipotential approach may be divided into five sequential phases. These phases, illustrated in Figure 1 include readiness, awareness, exploration, reality testing, and confirmation.

Readiness, the first stage in career decision making, assumes that choices cannot be made and implemented without concurrent vocational maturity. Maturity is that point where the individual gains the social, physical, and psychological acceptance of the responsibility for implementing a career decision.

Too often the school system tells the individual when he should be ready. This is usually when the student selects subjects in the eighth and ninth grades. These course selections may preclude other career choices if certain subject options are not selected at the time. There is usually little opportunity to go back and pick up these options in most school programs.

The counselor and the school system must be sensitive to the degree to which this readiness may be fostered in terms of the world of work and living within that world. Readiness for vocational choice is that delicate point in time when assessment of self and the expectations of society appear compatible.

Figure 1: Career Decision Making Following a Multipotential Approach



Awareness means two different but inseparable things in career development—awareness of self and awareness of the world-of-work. Awareness of the world-of-work provides a means to motivate and captivate the individual's interest in acquiring the attitudes and skills needed to develop a meaningful career. Time must be provided for the individual to learn about himself, his own values, goals, strengths and weaknesses, as well as those of others. Awareness of the career choices available must be integrated with self-knowledge. This is one of the unique functions the counselor can provide in career education programs. Awareness of occupations goes beyond the quick reading of occupational briefs. Awareness of life styles of people in certain occupations is also an important prerequisite before further exploration can take place.

Exploration is a systematic and planned inquiry into the world of work with a wide review and examination of different occupations. A study of different job specifications and training requirements, labor regulations, hiring and tenure practices, social security regulations, and an analysis of job stereotypes would be some of the areas to be included in the exploration period. The final part of the exploration phase would be the selection of an occupation by level and field which the individual would like to initially enter or test out. For most vocational counselors this would be the end of the career decision making sessions—a decision has been made. Since the individual meets the occupational specifications it is recognized as a realistic choice even though there may be a wide number of other occupations he may have been equally qualified to select.

Reality-testing of the occupational choice takes place through many means and is an essential part in finalizing a choice. The individual examines the risks that must be taken in order to achieve one's occupational goal by asking the question, "will I have the resources and personal drive to achive that to which I aspire?" The counselor can help the individual realize that meeting certain job requirements is not enough—power in the form of resources, time, and personal energy are factors that must be risked to implement the desired occupational choice. If risks are determined to be too great by the individual, one may go back to exploration and review other occupational alternatives. Standardized testing and simulated career experiences, participation in career oriented extracurricular ativities (i.e. Health Club, Future Business Leaders of American), summer jobs, work-study programs, summer institutes and camps, and extended field trips are some of the reality testing activities that the counselor may plan with the individual. The extent to which the counselor can create and arrange with the individual kinds of experiences that may come close to replicating the actual work experience to which the individual aspires the more likely will career choice be a satisfactory choice.

Confirmation is viewed as a particular time in which a career decision is confirmed. In this stage, the counselor works with the person in making his choice a successful one. The counselor with the individual arranges and pursues the acquisition of knowledge and skills that are needed to prepare for entry into a selected career area. The school counselor will need to extend contacts with the individual beyond school-leaving or graduation. Follow-up and scheduled sessions for review of progress will be necessary. Arrangements for special remedial programs may become one of the counselor's activities. Involvement with parents and teachers will become essential as the counselor and individual work to maintain a persistent career plan.

Summary

The authors have attempted to demonstrate that a large proportion of our population is able to change occupations apparently without too much difficulty. This we believe is a reflection of the multipotential nature of the talents of many individuals. They are seemingly able to either follow their original choice or change to other choices. A concept of the multipotentiality of the individual would help the individual to anticipate changes and recognize them not as failures to measure up to the requirements of a previous choice but an awareness of their own plasticity and ability to adapt to a changing world of work.

For reference listing see the Bibliography section at the back of this issue.

Hans Holbein the Younger, illustration from the Dance of Death, *before 1526*

Counselor Responses to Death and Dying: Guidelines for Training

by Loy O. Bascue
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Once the Buddha was stopped by a young woman who had long been childless, and who, after many years, had given birth to a son. The child, while playing among the bushes, was bitten by a poisonous snake and died. Pleading with the Buddha to restore her son to life, she received the answer: "Go and bring me some mustard seeds from the home of people who are not mourning death." The mother began to wander about . . . but, after many years returned empty handed. Seeing her return, the Buddha said: "When you departed, you thought you and you alone were the only one who had ever suffered a loss through death. Now that you have returned, you know differently. Now you know that the law of death governs us all."

Diskin and Guggenheim

Besides birth, death is probably the only human experience which can truely be considered universal. We were born and, barring unforeseen changes, the stark, irreverent realilty is that we will all die.

Quite obviously, facing the reality of death has not been an easy task for people. While death concerns appear to be a rather common theme in art and literature (Weisman, 1972), until very recently they were taboo subjects for most people. People reacted to experiences with death, or related events such as funeral practices, abortion, or euthanasia, with hostility, humor, or even simply apathy—any way to avoid the discomfort these topics generated.

Within the last few years, however, relatively open discussions of these areas have been possible. Probably events such as student and prisoner riots, the Vietnam War, and the assassinations of social and political leaders are related to this increased consciousness. At the same time, some importance must also be attributed to the fact that social and behaviorial scientists have started facing their responsibility by acknowledging the probable importance of death and promoting investigations in order to establish its meaning for and influence upon people.

What has been learned thus far through this interest in death is that, in fact, it is a highly meaningful issue for people. More specifically, as a result of both general and scientific attention, it seems not only logical, but also reasonable and even mandatory to assert that death and related topics are of great importance to people served by counselors.

There is, for example, evidence that children start recognizing death at a very early age—sometimes as early as age two (Rochlin, 1967)—and thereafter begin the process of ultimately realizing, perhaps by adolescence, that death is both unpredictable and irreversible (Schowalter, 1970). More generally, regardless of age, people continuously confront death throughout life. They experience animals, friends, and relatives dying, and also the real and fantasied fears associated with such things as automobile and airplane accidents, medical operations, diseases, organ transplants, and other catastrophies, such as fires and earthquakes.

Moreover, in their day-to-day work, counselors come in contact wth people who are sorting out the meaning of these events. They encounter such people in schools and colleges, hospitals, rehabilitation centers, and clinics. Additionally, they work with drug addicts who are sometimes suicidal, elderly people facing death, public offenders who have maimed others and often fear for their own lives, and a variety of others seeking help in relation to depression, psychosomatic disorders, and existential anxiety.

The Counselor's Preparation

It seems fairly obvious to conclude, then, that counselors need to be aware of death and how to deal with it as a potential client concern. Unfortunately, it is just as obvious that they are not prepared to do so.

In fact, there seems to be relatively little mention of death in professional literature on counseling. Recently, in the general literature there have been some attempts to get counselors to recognize the importance of client physical pain and suffering (Easton and Krippner, 1962), to attend to death when working with the elderly (Buckley, 1972), and to be aware of such factors as suicide and depression when working in crisis centers and hotlines (McCord and Packwood, 1973). Other than these sources, however, there is little directly available for counselor preparation except in the area of rehabilitation counseling. In that specialty, material about such areas as death anxiety, loss, and mourning have for some time been acknowledged as important for counselors (Wright, 1960; Cobb, 1962). Recent publications have amplified the importance of these same areas (Patterson, 1969; Ehrle, 1969) while others have added perspectives about the counselor's role with the suicidal (Wright and Trotter, 1968) and terminally ill (Bascue and Krieger, 1971).

Thus, while the information is limited, there is at least precedent for asserting that death concerns of people are an appropriate province for counselors and, again, that they need to be prepared to respond to client problems as they relate to death. The purpose of this paper, therefore, is to provide an initial perspective on guidelines for preparing counselors in the hope that it will be a useful foundation for practicing counselors and also that it will stimulate others to develop additional material.

Guidelines for Effective Preparation

While there are probably many effective ways for training counselors, there are four elements which appear to be necessary for any responsible effort. They are: (1) sensitizing counselors and prospective counselors to the topic of death and its potential importance; (2) helping those same people investigate available clinical, research, and popular information about death; (3) promoting the exploration of their own experiences, emotions, and opinions about death; and (4) having them actually provide service to clients for whom death is a possible concern.

Sensitize. There are a number of ways of sensitizing individuals to the importance of death, but assumption that educators and supervisors themselves actually accept the position that counselors should become aware of death-related issues and use their skills to respond to those issues.

Those who do accept this position can sensitize people by pointing out the importance given to death in the writings of such people as Jung (1959), Erikson (1963), and Frankl (1967, 1968). More directly, they can point to the reality of potential client concerns related to death and even the possible influence on client service on the counselor's own fears and opinions related to death and dying.

More tangible and dramatic ways of sensitizing counselors to death-related issues are to use films relating to death (Department of Human Resources, 1972) or, as stated earlier, art and literary pieces. Both of these sources have potential for stimulating interest as well as providing information.

Investigate. The second important element, helping counselors investigate information on death, follows logically from the introduction and relevance established by initial awareness. An investigation of the scientific and popular material helps counselors begin to determine what is known about the various aspects of death, how those aspects seem to affect people, and possible services relevant to helping people who face those issues.

There are a number of useful texts available which can provide a good initial foundation. For example, there are publications on the psychology of death generally (Kastenbaum and Aisenberg, 1972), suicide (Shneidman, *et al.*, 1970), and terminal illness (Kubler-Ross, 1969), There are also books on the specific areas of children and death (Grollman, 1967), and loss and bereavement (Kutscher, 1969; Schoenberg, *et al.*, 1970). In addition, texts on Western culture and philosophy as it relates to death are available (Choron, 1963; Toynbee, *et al.*, 1969).

There are other sources that can provide material directly related to counseling and psychotherapy as it pertains to death. For example there are publications related to therapeutic practices with the terminally ill (LeShan and LeShan, 1961; Bowers, *et al.*, 1964) and the elderly (Oberleder, 1966). There are others that deal with family therapy (Goldberg, 1973) and Crisis Intervention (Kaplan, 1968) as responses to death and related trauma.

There are several current bibliographic sources, such as the *Journal of Pastoral Care* (1972) and *Humanita* (1970, 1972). The foundation of Thanatology is also an excellent source for assistance (Kutscher, 1973). In the last few years, interest in death has grown to where numbers of

journal articles and popular books are available, which counselors can locate as they clarify specific needs.

Explore. The third element of good preparation is self-exploration. In a general way, counselor feelings and beliefs seem to influence clients and that influence can sometimes be detrimental. Evidence has shown this to be particularly true when dealing with death issues in counseling and psychotherapy (Bowers, *et al.*, 1964; Pattison, 1967).

Opportunities for self-exploration give counselors a chance to face their experiences and learn from them in perhaps much the same way they would ask clients to do. In essence, counselors might need to explore their experiences and opinions in relation to such varied issues as funeral rites, abortion, religious practices, or capital punishment. They can begin this exploraton with their supervisors or with peers in small groups. As an aside, research is currently under way at St. Elizabeth's Hospital, in Washington, D.C., using video tape vignettes of dramatized client death problems as a method of reducing anxiety in professionals who might face similar concerns in actual practice, (Howard, 1974).

Serve. The values of counselor preparation is in enhancing the likelihood of service that is responsive to client needs. Given the importance of death and related issues for people, it seems unlikely that professionals would not encounter opportunities to be responsive to these issues. If counselors-in-training have not been involved with such issues in the past, it might well be they simply did not recognize, or wish to recognize, that the client's dilemma involved the theme of death.

For the future, however, as counselors experience supervision sensitive to the importance of death, and as they gain knowledge about it and its meaning for themselves and other people, they should, in turn, be better prepared to be responsive to client death-related concerns. As previously stated, they will find clients to serve in the very settings in which counselors typically intern and work—schools, hospitals, clinics, and the like. As they become more able to respond to death issues, they might also find additional settings and client groups open to their services.

Conclusion

The efforts of counselors and counselor educators and supervisors should not be limited only to preparation for direct service to clients. Another area of great importance is research. A number of issues could benefit from investigation, including: the frequency with which conselors in various settings actually come in contact with death-related problems; the attitudes and opinions of counselors about death-related issues; and the experiences that students who are interested in serving in particular work settings or with specific client groups have had with death. Counseling professionals might also take initiative in sensitizing other people to the importance of attending to death and even help train other service personnel, such as teachers and administrators, to respond to death and dying. Overall, counselors' involvement in the psychology of death can probably be as great and multi-faceted as they want it to be.

It is quite clear that society is now beginning to face death and its impact on people. Certainly mental health professionals are starting to recognize the obligation they have to help people understand death and its influence on their psychological and social systems. In general, it seems fair to say that to the extent counselors are concerned about the psychological well-being of people, they must also learn about death and use their skills to help individuals confronted with death-related problems.

For reference list see the Bibliography section at the back of this issue.

"DOWN WITH THE MAINTENANCE STAGE"
career development for adults

by Jane Goodman
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*Support for this project was partially provided by the National Institute for Mental Health Grant No. 5 T21 MH 13313-02. The authors wish to thank their colleagues, both staff and group leaders, for their contributions to the career development course.

Until recently most developmental psychologists have ignored the long span of life which can loosely be called "adulthood." Indeed Erikson (1950), Neugarten (1968), and Havighurst (1953) are the only major theorists who have dealt with the developmental tasks of the middle years of life. However, the recent increased interest in adult psychology, combined with drastic technological and societal changes, has led to concern with the career development of adults.

Career Development Agenda

Session I

Goal: To provide an overview of the career program, some experience in decision making, and to form permanent groups.

A. Introduction of staff, explanation of program mechanics and overview of the course. (30 minutes)

Explain the components of the Arrow Decision-Making Process (figure 1) which serves as the framework for the course. Indicate that in each session participants will collect information about themselves and/or the larger world via vocational interest inventories, worksheets, and discussions related to past and present experiences, future goals, assessment of the individual strengths and skills, and speakers and vocational/educational resources. Participants will assess all information gathered in terms of their values, establish priorities, make tentative choices, and explore alternatives. Throughout the course, participants will be making decisions and taking action. Emphasize that this decision making process is *cyclical, learnable,* and *self-directed.*

B. Participants' Goal Statements (15 minutes)

Ask participants to write *brief* answers to the following questions:

1. What do you hope to get from this course?
2. What is your educational background?
3. What skills and abilities do you have?

C. Levels of Decisions (5 minutes)

Describe various levels of decision-making as based on the work of Varenhorst (1973).

D. Strong-Campbell Interest Inventory (1 hour)

Briefly explain SCII (Strong-Campbell, 1974), placing particular emphasis on its testing of interests, not abilities or aptitudes, and administer the inventory.

E. Group Formation

While participants are taking the SCII assign them to groups according to their educational level, interests, and/or readiness to make educational/vocational decisions as ascertained by their goal statements (see B above). Upon the completion of SCII, announce group members and leaders, and explain the basis on which groups were formed.

F. Forced Choice Exercise (30 minutes)

Discuss this activity as an example of participants' decision-making style. Indicate that choices made can be linked to occupation. Ask participants to indicate whether they consider themselves to be more: a loner or a grouper, a spender or a saver, experimental or traditional, a leader or a follower, impulsive or deliberate.

G. Assignment of Homework (10 minutes)

1. Self Directed Search Occupations Finder (Holland, 1970)
   a. Explain Holland's Six-letter Code System
   b. Instruct participants to disregard their current

Whether by choice or necessity, men and women from all socio-economic levels are changing jobs, questioning their life style, returning to school and, in the process, sometimes seeking counseling. Counselors who are trained to think of the search for identity and career decision-making as developmental tasks of adolescents or young adults may need some specialized tools and approaches to deal with adult clients. This new view was aptly stated by Ginzberg (1971):

> Middle age is no longer necessarily a period of hopes abandoned and of reconciliation prior to entering old age. It has become a period of new options that provide an increasing number of men and women with new opportunities for developing new sources of satisfaction and meaning.

While Ginzberg talks of new options of middle age, Erickson speaks more broadly of generativity versus stagnation as the developmental task of the middle years. If counselors are to be helpful to their adult clients, they need to expand their repertoire of interventions which encourage generativity and to rethink some traditional ideas about the stages of vocational development. Instead of utilizing a linear approach to career development, counselors could aim for a cyclical approach which recognizes adult career change (Schlossberg, 1970).

The rest of this article discusses a six session career development program of the Continuum Center for Adult Counseling and Leadership Training that is designed for adults considering job changes or re-entry into the educational-vocational world. It postulates a cyclical approach to career development.

Goal of the Career Development Program

"Give me a fish and I'll eat for today. Teach me to fish and I'll eat for the rest of my life."

The above parable embodies the basic thrust of the Continuum Center's Career Development course. The goal of the course is to help participants become more *self-directed* in exploring and planning their careers, and to provide them with the necessary tools so they can be self-directed. To implement this goal, the course draws upon the concepts of McDaniels (1974), Super (1957), Holland (1966), Gelatt (1962), Tiedeman (1966) and Friel (1974).

In organizing the program, career development was broadly defined. McDaniel's view of the need for total life-style planning influenced us to encourage participants to consider their leisure as well as educational and vocational preferences. Since career decision making involves the implementation of an individual's self-concept (Super, 1957), a basic component of the course is self-exploration and assessment. Toward that end much emphasis is given to the process of values clarification. Because the underlying goal of the course is to teach participants a process of vocational exploration, emphasis is also placed on techniques for gathering and personalizing information. Holland's division of the world of work into six areas (Realistic, Investigative, Artistic, Social, Enterprising and Conventional) is used as a unifying classification scheme for presenting occupational information (Holland, 1966).

training, education and experience, and cross out all occupations that would be unacceptable to them, underline those occupations that would be interesting to them, star five occupations about which they would like more information, and write one thing that intrigues them about the starred occupations.

2. Complete the section of the Continuum Center's workbook entitled "Decisions, Decisions," which deals with their past.

H. Wrap-up in Small Groups (30 minutes)

Participants discuss the choices they made in the forced choice activity, their goals for the career development program, and whether there are any links between their choices and their goals.

Session II

Goal: To identify personal and work-related values and interests and to begin exploring sources of educational and occupational information.*

A. Overview of session and homework assignment (10 minutes)

Briefly describe session's format and those components of Arrow to be covered. Homework:

1. Self-Directed Search Inventory (Holland, 1970).
2. Chapters 1-4 Catalyst booklet, "Planning for Work" (1973).
3. Job Description Form. Ask participants to think about a job they might like to hold and a person holding such a job to interview for more information.

B. Occupational/Educational Resources (10 minutes)

Describe the Catalyst series of occupational, educational and work campaign booklets which are geared to assist adult women, particularly, as they re-enter the world of education or work. (In the night program, indicate the series' usefulness to adults in general, and ask men to adjust to the female pronouns.)

C. Definition and discussion of values (30 minutes)

Define the word "value" as used in the course and encourage discussion of values as related to four areas: interpersonal relationships, work, leisure time and personal tasks. Emphasize the idiosyncratic nature of values and their implications for career decision-making.

D. "20 Things You Love to Do" Activity (1 hour)

Ask participants to list 20 things they really like to do and code them as follows:

a. A-Activites which you prefer to do alone
P-Activities which you prefer to do with people
$-Activities costing over $5 each time you do them
R-Activities involving risk—emotional, intellectual or physical
I-Activities which you initiate
PL-Activities which require planning

*Occupational and educational resource materials are available at this and all remaining sessions for participants to browse through prior to each session. Generally included are: Occupational Outlook Handbook, and Dictionary of Occupational Titles, Catalyst series, local college catalogues, materials on volunteer opportunities.

Since each participant's goal is to make some decisions about his/her own career planning, considerable attention is given to the decision-making process. Gelatt (1962) suggests that decisions are essentially cyclical:

> . . . the strategy requires knowing the alternatives and outcomes, applying a value scale, and evaluation. The decision may lead to collecting more data or to outcomes which alter the situation and require the application of a new strategy, or the outcome may alter the objectives or achieve the purpose. A decision can be final only in the sense that an immediate goal is reached. But the achievement of this may itself influence or modify other related choices. The counselor's role in this process is to assist the student through the cycle.

To assist participants in learning this cycle we have developed the "Arrow Decision-Making Process" (Figure 1) which serves as a framework for our course. Friel's (1974) concept of the necessity of expansion followed by a narrowing of career choices prior to decision-making was useful in developing this schema. A detailed description of the utilization of this framework is included in the course agenda.

Clientele and Format of the Course

As has been indicated the career development program of the Continuum Center serves adults. These adults range in age from their mid 20's to their mid 50's. In terms of education, most have at least some college work, with fewer having only a high school diploma and a small number having post graduate work. Generally, participants are married with children, and the family income is above $10,000 per year. However, a significant number of the female enrollees are either recently divorced or widowed, and for them economic crisis may be imminent.

The Continuum Center offers both day and evening programs in Career Development and the clientele of these programs differs. In the day program, offered for women only, the typical participant is not currently employed. She may have both the time and the money for vocational training but faces a basic decision as to whether, and if so when, she wishes to re-enter the work world. Frequently, she is evaluating the amount of time which she feels she can be away from her family and the degree of commitment she is willing to make to her own career.

The night program typically serves men and women who are currently employed but dissatisfied with their work situation. Generally, these participants are deciding whether to risk a career change and may be weighing current job security and family responsibilities against their desire for a more fulfilling job or greater personal enrichment.

Although the day and night courses have different populations, both groups require a careful exploration of values and priorities as well as an appraisal of economic realities. Therefore, the basic format and thrust of these programs is the same.

Each contains six, three-hour sessions meeting on a once or twice a week basis. At the sessions, a participant spends about half of the time in the large group and the other half in small groups of 5-8 members. Each small group has one or two trained group leaders to facilitate

Figure 1

Arrow Decision-Making Process

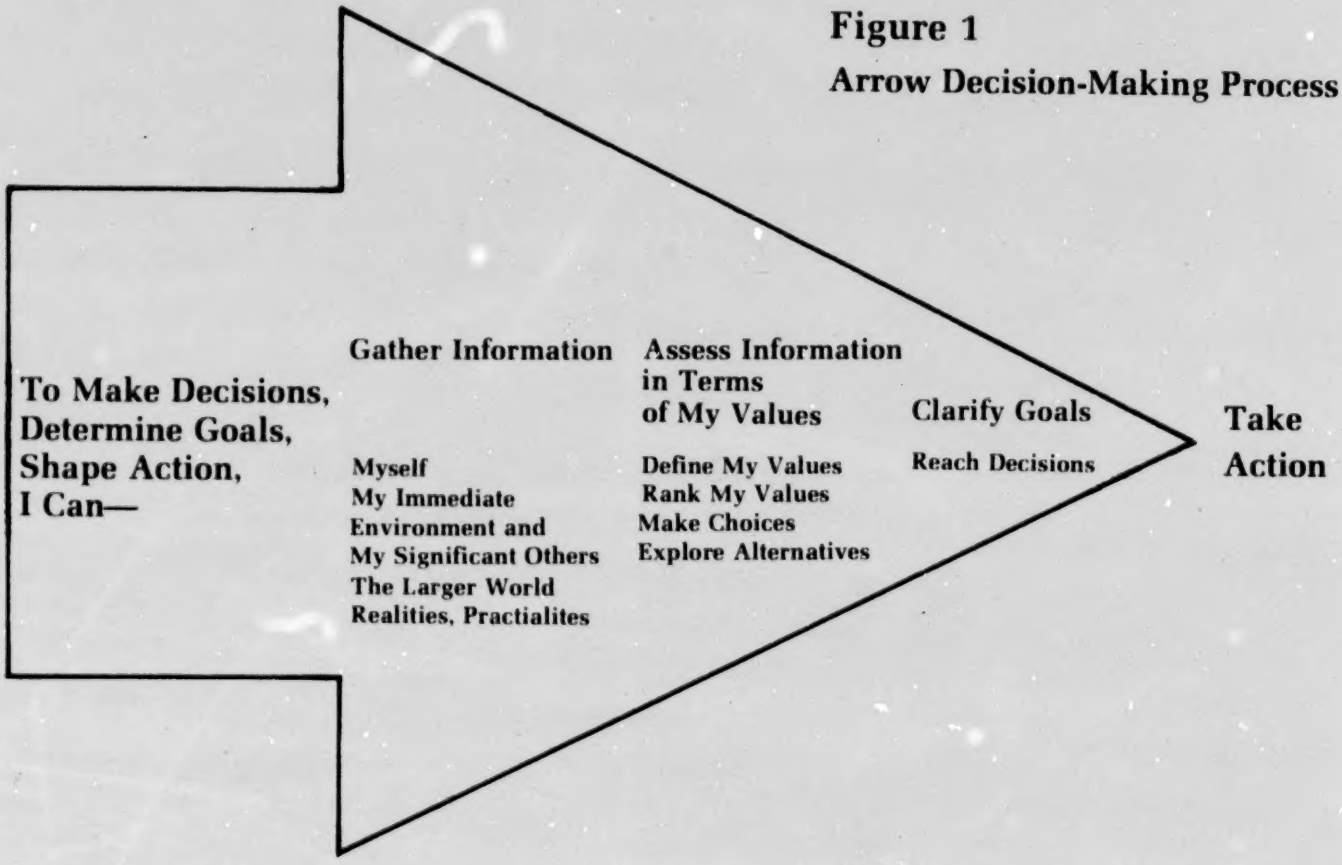
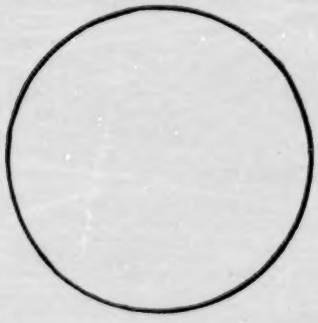


Figure 2

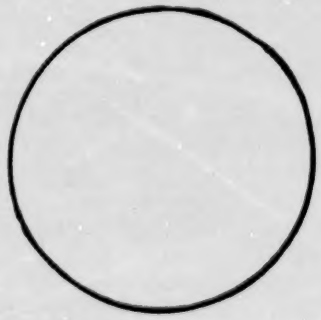
A Profile of Your Time: How Do You Spend It?

How do you spend your time now? (List activities of typical weekday.)	% of time for each activity.	How would you like to spend your time?	% of time for each activity

Current Time Distribution



Desired Time Distribution



T-Activities which you would enjoy more with more training.

b. Star the five activities which you would least like to give up.

c. Indicate the date you last engaged in the five starred activities.

d. Indicate one value for each of the five starred activities.

Explain the relationship between the codes in "a" above and the forced choice activity done in session I (e.g., A/P to loner/grouper and I to leader/follower). Discuss the values of the identified activities as they might relate to future educational/vocational goals and/or to current vocational enrichment.

E. Small Group Discussion (1 hour)

Participants are helped to find patterns or themes in their codings, and to identify relevant personal values. Values and themes are compared to the list of preferred occupations from the SDS Occupations Finder for possible matching values or themes.

Session III

Goal: To present educational/vocational resources, and to illustrate the effect of personal values upon decision-making.

A. Overview of session and homework assignment (10 minutes)

Briefly describe session's format and those components of the Arrow to be covered. Homework:

1. Complete job description form.
2. Chapters 5, 6, 7 of Catalyst booklet "Planning for Work."

B. Occupational Resource (15 minutes)

Explain the occupational categories and the meaning of the D.O.T. codes, particularly the Data, People, Things digits. Refer participants to their preferred occupations from the SDS Occupations Finder and their respective D.O.T. numbers. Indicate that participants could use the D.O.T. backwards, that is, create their ideal number and see which occupations the number describes. Briefly outline the type of information provided in the Occupational Outlook Handbook.

C. Classification System for Careers (15 minutes)

Discuss Super's concept of the components of a job in terms of activity, level, and job setting. Some of the charts in Tennyson (1960) are useful adjuncts here since they illustrate the relationship between personal preferences and job setting, and the impact of training on job level.

D. Mid Life Career Changes (1 hour)

Have two people describe their own mid life career changes with emphasis on the values and reality factors which influenced their decisions. Select persons to tell their story whose pathes closely match that of participant's. Optional tool for use here is the hypothetical story contained in "Decisions and Outcomes" (Gelatt et al, 1973) which also links personal values to vocational decisions.

E. A Profile of Your Time: How do you spend it? (20 minutes)

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the discussions and help participants personalize the information given in the large group presentations.

Fundamental to each session's format is the Arrow Decision-Making Process (Figure 1) which serves as a referent for all presentations and discussions. Additionally, the process is used by participants each session. Included in the detailed agenda which follows are the time allocations, possible information resources, and the specific utilization of the Arrow Decision-Making Process. Following the agenda is our rationale for this format, a discussion of adaptations made in standard materials to meet the career development needs of adults, and an evaluation of our program.

Rationale and Adaptations

As the agenda shows, the Center's career development program generally uses standard tests and materials rather than custom-designed ones. What is different in most cases, however, is the manner in which these materials are adapted to meet the needs of an adult clientele and the milieu in which they are investigated and discussed.

We have found the combination of large and small group time to be extremely helpful to our participants. The large group presentations maximize information giving and, in the small groups, participants have a chance to talk about how the ideas and information presented relate to their own particular situation. Such sharing is facilitated by the fact that the group leaders are peers of the clients — men and women who have been through a Continuum Center program as clients and then been selected and trained in counseling techniques and principles of group work. (For more information on the procedures for selecting and training peer counselors, see Waters, 1972). But the groups offer much more than the realization that other people are also dissatisfied with their jobs or worried about being obsolete or forgetting how to study. At each session participants are encouraged to make a commitment to their group as to what action steps they will take before the next meeting and report on their progress. In this way group members serve as a source of encouragement and support for each other. Often group members share the information gathering tasks and pool their resources.

While the instructors present educational-vocational resources, participants are encouraged to do specific fact-finding for themselves. This is because the instructors cannot possibly have all the information needed by such a diverse group of clients, and also because this approach helps develop the kind of autonomy and self-direction that is a primary goal of the Continuum Center's program.

Also contributing to this goal of self-direction is the Gestaltist approach used by the group leaders who encourage participants to speak in terms of "I choose to" rather than "I have to." This seems to foster individual responsibility and to eliminate many of the "yes, buts" that pervaded our previous career development courses. By taking relatively small steps during the program (such as completing the Job Description Form or gathering information about a particular school program), participants eliminate some of their own roadblocks. Apparently the reinforcement of successfully taken small steps

Ask participants to fill in worksheet, "A Profile of Your Time: How Do you Spend It. (figure 2) Indicating how they currently spend a typical weekday and how they would like to change their time allocations. Encourage realistic considerations of steps to attain their desired time schedule.

F. Small Group Discussion (1 hour)

Discuss worksheets with emphasis on the steps needed to attain the desired changes. React to the speakers, looking for similarities or differences to participant's own situation and their feelings about their situation.

G. Homework (assigned in small group)

Participants begin to write their own story as to their pending educational/vocational decision using the Arrow Decision-Making Process as a framework. Complete by session VI.

Session IV

Goal: To provide first-hand information on the world of work and school and to explore the feelings related to educational/vocational decisions.

A. Overview of session and homework assignment (10 minutes)

Briefly describe format of session and indicate components of the Arrow to be covered. Homework:

1. Complete Catalyst booklet "Planning for Work."
2. Complete Financial Worksheet.
3. Write resume.

B. Resource People (1 hour)

Provide guest speakers to discuss employment trends, educational opportunities, and human resource needs and to give information on resume writing and employment interviewing. Speakers will vary according to needs of participants.

C. Small Group Discussion (1 hour)

Participants discuss their findings from job description form and explore reality factors affecting their return to school, work, or career change. Practice in responding assertively or other forms of role playing may be helpful in preparing for employment or admissions interviews or discussions with significant others.

D. Long Range Goals: 2 Days, 5 Years From Now (20 minutes)

Participants complete worksheet "Long Range Goals: 2 Days, 5 Years From Now" (figure 3), indicating how they would like to spend their time five years from now.

E. Small Group Discussion (30 minutes)

Assist participants in outlining the steps necessary to meet their long range goals, explore alternative courses of action, and encourage initial action steps.

Session V

Goal: To enable participants to assess themselves in relation to others in the work world, and to compare their physical, intellectual emotional attributes and values to the corresponding requirements of occupations.

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encourages people to consider and try larger steps. In a sense they have established their own track record. It is a track record resulting from their use of skills, such as, gathering and personalizing information, clarifying values, making choices, considering alternatives and taking appropriate action.

Skills practice is incorporated into the career development program through our adaptation of standard materials. For example, in using Holland's Self Directed Search (1970) we find it helpful for participants to use the Occupations Finder prior to taking the inventory. As assigned, the Finder serves as an expansion tool, increasing a participant's occupational vocabulary. Additionally, the participant identifies his or her likes and dislikes, makes choices, ranks these choices, clarifies values, and begins the Arrow Decision-Making Process again by seeking information on the five chosen occupations.

Also, using the Finder first seems to minimize the anxiety felt by some adults in taking the Self-Directed Search and lessens the tendency to see only the undesirable jobs in their resultant code. This "negative selectivity" or propensity to focus on jobs they would not like to do, or are not trained to do, is lessened because they have already learned how to examine a job in terms of its components, not just its title. Finally, for the participants who are currently employed, this use of the Finder sometimes leads to the discovery that their strong occupational preferences remain in their current employment area. They can then examine what about their present situation is creating dissatisfaction and what steps can realistically be taken to improve their situation.

The Job Description Form used in our course contains a series of standard questions regarding an occupation; e.g., educational requirements, salary, necessary skills, etc. Again the important difference for our participants is that they are seeking this information first hand. Action is implicit in this assignment. Research must be done to locate a person to interview, and decisions made as to how to contact this person and when to interview them. The advantages of this type of research are: the reinforcement of having taken action; the perspective gained from a site visit; an assessment of the necessary skills; and a potential future contact. For women who have been out of the job market, this visit provides an experience in talking to someone about a job, and in a sense, a chance to rehearse for a future job interview.

Values clarification is a pervasive and cumulative component of our agenda. Two of the strategies used are adapted from Simon et al (1972) — The "Forced Choice" exercise and the "Twenty Things You Love To Do" strategy. Here the chief difference is that the items of the "Forced Choice" parallel the codes of the "Twenty Things You Love To Do" and have implications for educational-vocational planning. The code T, for more training, is included to suggest avenues of possible career change, ways to supplement an income, or means of personal enrichment.

The remaining codings, the starring, dating, and self-coding identify, those activities of greatest importance to the participant. These starred activities (and indeed the total list) are reflective of a participant's basic needs and life style. The self-coding frequently reveals values that a

A. Overview of session and homework assignment (10 minutes).

Briefly describe session's format and those components of Arrow to be covered. Homework:

1. "On Evaluating a Career Possibility" worksheet.
2. Read Decision Making Process in workbook "Decisions, Decisions".
3. Complete their own story (see agenda 3-F).

B. Personnel Placement Test (30 minutes).

Administer the Wonderlic (1970) as an example of a personnel placement test. Have participants score their own test. Emphasize possible learnings such as areas of strengths and weakness.

C. Small Group Discussion (20 minutes).

Allow participants to share their reactions to a timed testing situation and to their scores, provide information as to adult basic skills courses and learning laboratories as needed.

D. Occupational Requirement (30 minutes).

Describe Carkhuff's (1974) concept of three areas of occupational requirements, e.g., the physical, emotional and intellectual aspects of a given job, and that the requirements of the job can be matched to an individual's physical, intellectual, and emotional attributes. Provide examples of occupational requirements and possible matches.

E. Strong Campbell Interest Inventory (30 minutes).

Return participants SCII profiles. Explain the three basic components of the profile, emphasizing Holland's linking of personality type to preferred work environment to occupational requirements. Briefly review Holland's six classifications.

F. Small Group Discussion (1 hour).

Assist participants in interpretation of their SCII profiles, discuss the occupational requirements of high and low score occupations and their degree of congruence to each participant. Utilize educational and vocational resources as necessary.

Session VI

Goal: To review the Arrow Decision Making-Process as a tool for future use and to share individual plans of action in the small groups.

A. Overview of session (10 minutes)

Briefly describe format of session and indicate that all components of the Arrow will be reviewed.

B. Arrow Decision-Making Process (1 hour)

Trace through an educational or vocational decision utilizing session by session inputs, fill in all components of the Arrow. Indicate that while the process is generally applicable, the outcome, decision as to next steps, is affected by the individuality of the inputs. Reiterate the cyclical nature of the decision-making process.

C. Small Group Discussion (1 hour, 20 minutes)

Ask participants to trace their own steps in the decision-making process, review homework and ac-

Figure 3

What Would You Really Like To Do?

(Long Range Goals, 2 days, 5 years from now.)

Fill in the spaces below as full as your imagination permits. (Think in terms of family, occupation, leisure, education, and retirement.)

Day #1

Day #2

1. **What are the values for you in these days?** _____

_____

2. **What do you see as your goals?** _____
3. **What are the obstacles to meeting your goals?** _____

_____

4. **What are some alternative ways to attain your goals?** _____

_____

tion steps taken during course, identify personal themes or learnings, relevant values. Encourage participants to make a commitment to the group as to next steps.

D. Course Evaluation Sheet (30 minutes)

Have participants complete evaluation sheet for Career development program.

For reference listing see the Bibliography section at the back of this issue.

satisfactory career would need to include. The dating allows a participant to examine how recently time has been given to the pusuit of basic likes and suggests changes in time allocations for increased personal satisfaction.

Other values clarification exercises include the use of two worksheets, "Profile of My Time: How Do I Spend It" and "Long Range Goals: 2 Days, 5 Years from Now", and the writing of the participant's own career stories. These exercises are cumulative; a participant assesses these goals in terms of his or her reality factors, identifies potential values conflicts or problem areas, and designs a strategy which is most likely to lead to the desired combination of vocational, educational, and leisure time pursuits.

Conclusion

Although the Continuum Center has been offering adult career development courses for the past several years, our current program appears to better meet the needs of our adult clientele than did earlier ones. The emphasis on self-direction seems to encourage participants to set their own goals and ask more personally relevant questions. The stories they write about themselves illustrate a clear understanding of their individual needs and values and generally contain appropriate action strategies. They take more action steps than did participants in our previous programs and also seem more positive about the actions taken. For example, the man who decides to stay in his present job for security reasons and to take on the leadership of a youth club can see this as a way of implementing his values. The woman who decides to cut back on her volunteer work in order to return to school or take a job is able to relate this to her long range needs and goals.

We think that the satisfaction expressed by the adults in our program derives from their having learned a decision-making process and having a supportive milieu in which to practice it. These two essential ingedients can be duplicated with other adult populations, while the exact agenda and format of our program need not be. Depending on the institutional setting and the needs of the adult population to be served, appropriate modifications could be made. For example, we place participants in small groups because we find a supportive atmosphere is created in these small groups and because we have a number of well trained group leaders who can facilitate discussion. You might prefer to establish leaderless groups or not to include small groups and encourage open discussion in the large group.

Our groups are formed on the basis of educational level, because we have an educationally heterogeneous group and have found that problems arise when the educational levels within a group are extremely diverse. If your group is more educationally homogeneous, you may wish to group on other bases or let the participants select their own groups.

We imagine that such logistics are not the crucial issue. What seems to be important is to create an atmosphere in which it is acceptable for adults to seek help and to have some kind of a systematic approach by which counselors can deliver services to their adult clients. There will surely be more of them in the years ahead.

Sex Bias and Sex Fairness in Career Interest Inventories

Mary Lou Randour
Career Education Program
National Institute of Education

The Career Education Program of the National Institute of Education has completed a study entitled "Sex Bias and Sex Fairness in Career Interest Inventories." One of the major objectives of the study was to determine guidelines for assessing sex bias and sex fairness in career interest inventories. The guidelines are expected to aid in the promotion and use of career interest inventories that are free of sex bias, enhancing everyone's oportunity to make occupational choices free of sex role stereotyping. Other objectives of the study were to disseminate these guidelines and identify additional research needed. There were three major phases of this study, which are discussed below.

Phase I. A senior consultant and nine member planning group were selected who had expertise in the areas of testing and measurement, psychology, and counseling. The senior consultant and planning group assisted the Career Education staff in identifying eleven issues to be addressed in the study. Papers were commissioned that examined these issues.

Phase II. The senior consultant and planning group drafted a set of tentative guidelines for assessing sex bias and sex fairness in career interest inventories. These draft guidelines, along with the commissioned papers, were presented for discussion at a March, 1974, workshop. The workshop brought together participants including test publishers and constructors, psychologists, counselor educators, representatives from educational organizations, education officials and government personnel.

Phase III. After the workshop the guidelines went through another review and revision cycle, and the first edition of the guidelines was completed in July, 1974.

In approximately a year a small study is planned to test the use and effectiveness of the guidelines and to identify additional research relevant to the question of sex bias in interest measurement. This study may lead to revision of the guidelines based on comments of the users. It is possible that additional research might be undertaken that would help to further refine the guidelines and improve their effectiveness.

In addition to the guidelines, which are currently available, a book entitled *Issues of Sex and Sex Fairness in Career Interest Measurement is now available. Both the guidelines and the book can be requested from the Career Education Program, National Institute of Education, Washington, D.C. 20208*

American Institutes for Research Project

The Youth Development Research Program of the American Institutes for Research is currently working on a United States Office of Education grant (#OEG-0-74-1721), part of which involves surveying competency-based staff development materials for personnel involved in guidance and counseling. In this regard, they are undertaking a survey of the entire United States, to establish a comprehensive listing of currently existing materials, which will, when completed, be made available to interested persons through USOE. If you or your organization have developed, or are working on competency-based staff development materials, and/or documentation of counseling competencies, or any materials contributing to these ends, please contact:

Charles W. Dayton, Project Director
American Institues for Research
Youth Development Research Program
P.O. Box 1113
Palo Alto, CA 94302
(415) 493-3550

They will supply you with further information concerning their project.

Surveyor

Identifying and Understanding the Relationship Between Education and Job Satisfaction

by Robert P. Quinn
Co-Principal Investigator and Associate Research Scientist
and Martha S. Baldi de Mandilovitch
Co-Principal Investigator and Assistant Study Director

The following article is the theoretical framework of a research proposal submitted to the National Institute of Education by the Institute for Social Research, the University of Michigan. The editors of *Impact* would like to thank Dr. Quinn for giving us permission to print this material. Readers who would like further information should direct their inquiries to Robert P. Quinn, Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan 48106.

Scope

The proposed activities are intended to serve several distinct, but related purposes.

1. To develop a framework useful for understanding if and why education is related to job satisfaction.
2. To organize existing research within this framework.
3. To provide original data analyses that test various causal links in the framework. The data to be used were obtained from several national surveys of Americans conducted in 1958, 1964, 1969, and 1973. Additional data will be obtained from four panel studies of youth and adults conducted by Ohio State University.
4. To modify and elaborate the provisional framework in light of the research reviewed and the analyses performed.
5. To evaluate existing data in terms of their substantive and methodological limitations.
6. To suggest policy alternatives in light of the above activities.

Background

In a recent review of seven national surveys dating back to 1958 we concluded that for each increment of education—measured by years of education completed—there was not a corresponding payoff in terms of increased job satisfaction (Quinn, Staines, & McCullough, 1974). While, as will be indicated later, this conclusion may be limited by the measures of education and satisfaction used, it is nevertheless instructive be-

cause it challenges the generally held assumption that the higher an individual's education, the greater the chances of securing a desired and hence satisfying job. This assumption is often used, for example, to justify changes in schools and in access to schools as ways of reducing social inequities (see, for example, Coleman, 1966). The relationship between education and job satisfaction has not been sufficiently demonstrated, however, to qualify as an unquestionable assumption. The magnitude of the relationship, as well as its form and its generality, are yet to be established conclusively. Moreover, the social and psycholoical processes that may link education and job satisfaction are scarcely understood.

The absence of such information is particularly surprising considering how frequently matters of education, work, and job satisfaction have been investigated. Part of this absence undoubtedly stems from the justifiably limited foci of these investigations. Work-related studies of education have, for example, tended to be of two types, neither of which has anything to do with job satisfaction. One type emphasizes problems related to the impact of variables such as socioeconomic status, race, sex, and age on the opportunities for entrance into specific types of jobs. The collection of articles in a special 1968 edition of the *Harvard Educational Review* represents such an approach. The most recent and comprehensive such study, Boudon's (1973) *Educational Opportunity and Social Inequality*, follows along similar lines. A second and frequent perspective have been provided by various manpower studies. These studies, represented by the series conducted by the Organization for Economic Co-operation and Development, characterize and correspondence between supply and demand by keeping track of the number of jobs available among different levels of educational requirements and branches of education. For the most part, studies of educational phenomena have placed their attention on the input problem (input into a specific type and level of education), leaving aside the output problem (the consequences of holding a specific educational credential for the access to a specific job or position for the individual). In his latest study, however, Jencks (1972) brings into consideration the input-output problem and its links with the sphere of work, educational achievement, and job related attitudes. This topic, also treated by Berg (1971), moves the focus of attention away from school input and operations to school output recognized through consequences of schooling for the individual rather than the economic system.

As a result of these concentrations of interest in the area of work and education, little attention has been paid by educationally concerned investigators to job satisfaction and related attitudinal issues. The relevant research has fallen by default largely into the hands of social psychologists of organizations. Unfortunately, these social psychologists seem to have little interest in education *per se*. While they genuflect to the necessity of routinely using demographic variables, including education, in their investigations, their explanations of the correlates of such variables tend to be both superficial and unenthusiastic.

The Theoretical Framework

Establishing the relationship between education and job satisfaction serves only to lay the groundwork for a more detailed analysis of far more complex and meaningful problems. Knowledge that this relationship has a particular magnitude, form, and generality identifies the existence of a phenomenon without providing any real insight into the processes underlying it. Not pursued in any greater analytic detail, the relationship thus identified not only lacks theoretical relevance but provides little information pertinent to the formulation of educational policies. Suppose, for example, it is shown that the contribution of education to job satisfaction among women and blacks is less than it is for others. In this instance the most obvious point of social intervention involves discrimination in the labor market rather than the educational system itself. While the demonstration that the exchange value of education is unequal in different segments of the population may provide some hints as to relevant points of leverage for social change, it may provide little immediately apparent relevance to the formulation of educational policies.

Policy-relevant information is more likely to emerge, we feel, when attention is directed away from whether there *is* a relationship between education and job satisfaction, and directed instead to a better understanding of *why* such a relationship—or lack of relationship exists. The statistical association between education and job satisfaction reflects only the result of a complex set of social processes. Effective social action requires a thorough understanding of these processes, not just their results. The proposed research review and new analyses will therefore attempt to provide such an understanding.

A profitable beginning in any review or analysis is often made by asking a very naive question. In this instance the question is: why *should* there be any association between education and job satisfaction? The answer to this question demands a consideration of two related sets of problems—one primarily pschological and the other primarily sociological.

Most pschological theories of job satisfaction will be greatest when a worker is provided with those occupational rewards that are best attuned to his or her needs and when the job is most consonant with his or her skills, interests, values, and personal disposition. This general theoretical agreement is often obscured by confusions of terminology, one investigator referring to "person-environment fit," another to "need satisfaction," another to the "matching of persons with role demands," and so forth. The agreement is further obscured by differences in attempts to translate into measurable terms the whole notion of "fit." These differences are best represented in existing theory and research wherein "fit" is in one way or another used to generate improved measures of job satisfaction. Evans (1969), for example, conceives of job satisfaction as a function of goal importance, goal aspiration, and goal attainment. Seashore and Taber (1974) specifiy even more terms relevant to predicting overall job satisfaction from measures of particular job facets:

1. direct reports of degree of satisfaction with the job facet;
2. amount or degree of facet provided by the job;
3. amount or degree worker would like to have;
4. amount or degree worker should be provided with;
5. importance of the facet to the worker.

Because of their complexity, such elaborate explanatory models of job satisfaction as these have yet to be tested adequately. Research has concentrated instead upon two or more limited aspects of "fit" models of job satisfaction. One such approach expresses job satisfaction in terms of the discrepancy between an estimate of a worker's needs and an estimate of the fulfillment the worker receives from his or her job. Measures of job satisfaction based on such discrepancy scores have occasionally been shown to be useful in the testing of hypotheses concerning job satisfaction (Porter & Lawler, 1972) were found to be better measures of job satisfaction than alternative measures that did not take into account discrepancies between workers' needs and their occupational rewards. More common have been attempts to embody concepts of person-role "fit" in measures of overall job satisfaction by weighting a worker's satisfaction with regard to a particular job facet by the importance the worker assigns to that facet. Although previous research adopting the latter "weighting" approach (Decker, 1955; Ewen, 1969; Larsen & Owens, 1965; Locke, 1961; Mikes & Hulin, 1968; Schaffer, 1953) has failed to show that importance-weighted measures of job satisfaction are superior to unweighted ones, Quinn and Mangione (1973) have argued that these failures are due largely to statistical limitations of the measures

used rather than deficiencies in their underlying logic.

In spite of its rather insubstantial empirical foundations, there remains a very widespread theoretical assumption among psychologists that there are three distinct factors that contribute to job satisfaction. On the environmental side there is the *quality of employment* (e.g., how good the pay is, how convenient the hours are, how interesting the work is). On the personal side, there are the *needs, values, and expectations* of the workers. There is also the *degree of congruence* between these two sets of conditions.

These three concepts basically define the psychological calculus that may determine the overall level of a worker's job satisfaction. Education has implications for each.

First, education may enhance a worker's chances of securing a job where the quality of employment is high. At least two mechanisms may heighten these chances. Education may impart those skills that are demanded by the labor market, and therefore give a person an advantageous position in bargaining for jobs with good quality employment. In addition, most jobs require that a candidate meet minimum educational standards. While not necessarily teaching relevant skills, the educational system may confer diplomas and degrees that qualify an individual to meet these standards. Education may thereby increase one's bargaining position in the labor market and the ensuing likelihood that good quality employment will be secured. Such conjectures, while plausible and widely accepted, remain to be supported by convincing evidence that education is indeed associated with quality of employment.

Education has also been assumed to affect the second component of the psychological calculus of job satisfaction—the needs, values, and expectation of the worker.

As a socializing agent, the educational system of any society has as its primary function the internalization of certain values and norms by those subject to its influence. These norms will allow them to comply with those patterns of behavior that are required in the performance of specific roles within a specific set of social conditions—e.g., citizen, agent of production, mother, father, or consumer. The individual who is graduated by the system is assumed to have developed certain skills and a related set of value-orientations. These may emerge only in part as a product of formal training. They may also emerge as a consequence of more "informal" aspects of one's educational experience—e.g., teacher-student relationships (Dreeben, 1968, Gottlieb, 1968) and one's peer environment (Alexander & Campbell, 1968, St. John, 1971, Davis 1966). Considerable research has touched on the question of what types of occupational rewards people with different amounts of education value most. The relevant findings suggest that people with different amounts of education do indeed differ in their attraction to diverse types of rewards. For example, those with higher education appear less economically motivated than others and more concerned with the "intrinsic" aspects of their jobs.

Nevertheless, what an individual expects in terms of societal rewards in general and occupational rewards in particular, as well as how much he or she expects when leaving school, is subject to modifications throughout life. Most conspicuously, it may be subject to the aspirations held by the changing groups that the individual takes as frames of reference. One important finding of the 1969-70 Survey of Working Conditions (Quinn, *et al.*, 1971) was a quite low correlation between education and job satisfaction. One explanation of this finding advanced by Jencks (1972) was that

> People evaluate a job by comparing it with other jobs their friends have, not by comparing it with some hypothetical national norm. If this theory were correct, we would not expect executives to be much more satisfied than unskilled workers . . . If educated people compare themselves to other people with similar amounts of education, the educated and the uneducated will inevitably turn out equally satisfied or dissatisfied.

Education may also play a role in determining the degree of congruence between working conditions on one hand and the needs, values, and expectations of workers on the other hand. Most fundamentally, education may provide a more sophisticated knowledge of job-seeking techniques. More importantly, it may increase the range of job opportunities available to a well-educated worker is greater than that available to others, the chances of a well-educated worker securing a job characterized by good quality employment may therefore be enhanced. But this does not necessarily insure that the well-educated worker will be satisfied with the job that he or she secures from this increased range of job opportunities. Education may have effected so many alterations in the worker's needs, values, and expectations that many jobs, while available, are nevertheless personally unacceptable. A corporate executive is educationally qualified to be a clerk-typist, but whether he or she would be satisfied with this underemployment is dubious. Furthermore, where advanced education develops only highly specialized skills, the range of "acceptable" jobs may in fact be reduced.

All these considerations of the possible effects of education upon those processes that determine worker's overall job satisfaction suggest that, if all social systems were functioning properly, there should be a very substantial association between education and job satisfaction. All evidence with which we are presently familiar suggests that the association is surprisingly low. Even after we will have more thoroughly reviewed available research on this matter and will have considered this research in light of its methodological limitations, we suspect that the association presently observed will not be dramatically increased or decreased. We further anticipate that as a result the most meaningful and policy-relevant question is essentially a negative one: why is the association between education and job satisfaction *not* higher than superficially expected?

One approach to answering this question is in sociological rather than psychological terms and focuses upon the three major work-relevant functions of education distinquished above—the contribution of education to quality of employment, to the needs, values, and expectations of workers, and to the degree of congruence between these two sets of conditions. Is there any reason to think that the American educational system adequately serves all of these functions? The answer to this is "probably not," and the reasons for this answer may lie in certain ambivalences in the relationship between American educational institutions and other aspects of American society. According to Marx, an effective educational system in a capitalist society should be greared toward the generation of people best capable of producing those goods and services required by the economy and by those in control of the economy. A subsidiary role is also played by education in training members of a society to be consumers of these same goods and services. On either count the American educational system could be regarded as inefficient in that its sole concerns are *not* with training people to be workers and consumers. Other cultural values with non-economic implications intrude. These values attach to education a worth in excess of its "payoff" in terms of income or prestige, emphasizing mainly educational benefits in terms of individual or collective participation and gratification in the society's major institutions. In any event, many aspects of the relationship between work and education — particularly underemployment — can be understood under the assumption of a lack of integration of societal goals. This lack of integration provides the social context within which the psychological processes relevant to job satisfaction will be explored.

Enhancing The Quality Of Life Through Personal Empowerment

by Libby Benjamin, Joyce Church, Garry R. Walz

A guidance team in a California high school wanted to provide experiences for their students that would contribute to self-understanding and its relationship to future occupational satisfaction . . .

A community college in Florida was looking for a means to expand student awareness of career options and provide knowledge and skills for rewarding decision making . . .

The coordinators of a vocational-technical area center in Kansas believed their junior high school population would benefit from skill-training in how to work more effectively and how to search out and utilize appropriate information . . .

The supervisor of a public service careers program in Seattle wanted an in-service training program for his employees that would lead them to expanded knowledge of self and development of appropriate attitudes for dealing with change . . .

A music teacher in a junior high school in Michigan, having acted as counselor to numbers of students, sought a program that would focus on examining personal values, needs, strengths, and life style preferences for enhanced self-knowledge and more creative living in the future . . .

A consortium of community colleges in Virginia wanted to involve its entire academic community in a program that would enhance communication skills as well as provide substantive knowledge about occupational choice that could be infused into the curriculum . . .

Individuals in these widely differing settings shared the common goal of seeking means of contributing creatively to the quality of life, now and in the future, for persons with whom they worked. Concerned not just with information-giving or with sporadic, intense, one-shot experiences, they sought an organized, sequential program that would deal with life concerns—that would encompass education, occupation, personal-social development and leisure time.

And they found the answer in the Life Career Development System.

The LCDS is a program of modular design that guides individuals through successive, sequential experiences, each group of focused activities and learnings building upon previous knowledge and skills, the whole an organized and integrated system that helps participants "put it all together" in directing their efforts toward more creative and rewarding living.

Developed by a cadre of career-development specialists and researchers from about the country under the leadership of Dr. Garry R. Walz, the LCDS is an attempt to combine the best elements of existing programs and practices with new and creative materials which respond to existing deficiencies. The program grew from the developers' experiences with earlier projects and information gleaned from persons involved in ongoing career development activities, as well as from extensive research into the resources of the ERIC Center. Based on the theory that career development is a maturational process that involves all aspects of an individual's living and being, the LCDS deals with such issues as life roles, values, goals, life-style preferences, coping skills and personal barriers as they relate to making rewarding and satisfying choices and decisions throughout a lifetime. Activities within the modules were chosen for their intrinsic interest and stimulation as well as for the contribution they can make toward personal learning and positive behavioral change. Not only do participants experience exciting and challenging situations within the learning setting; structured follow-though activities are also provided which enable individuals to use new behaviors in real life situations.

Now you are invited to become a participant in the Life Career Development System . . .

Your facilitator has given you an overview of the system and has aroused your interest in what is going to happen to you. You have an ideal now of the goals of the first module, "Exploring Self," and are looking forward to learning more about yourself.

Day 1: "Introduction to Exploring Self"

Facilitator: *Let's start with a little experiment. You know, when you meet someone, it's so comfortable to get acquainted by telling your name, what you do, what clubs you belong to–these things we call your "institutional roles," and they refer to your roles in life as a student, a parent, a church worker, a Boy Scout, a lead guitar player, an artist . . .*

For example, I might tell you that I am a father, a husband, a golf player, a fisherman, a member of a service club, a driver-education teacher.

Now, let's assume I try to tell you who I am without using any of those roles.

Now I might tell you that I am ambitious, I hate to get up in the morning, I worry about money, I'm looking forward to a dinner party we are going to have with friends, I'm concerned because my little girl is sick, I'm feeling somewhat anxious right now because I want this new program we are starting to be valuable and important for you . . . Well, you can see that these are very different ways of telling you who I am.

And now I'd like you to try this.

Choose someone in this group whom you know not at all, or not very well, and spend two minutes– that's all–describing yourself to that person. Forget your institutional roles, and don't use your name. Just talk about who you are, the kind of person you are. Okay?

Find a partner, and let's go. I'll tell you when two minutes are up.

* * *

All right, now it's the other person's turn. The first person should now listen as the other tells you about himself or herself. Again, you have two minutes.

* * *

Okay. What are you thinking right now? Would some of you care to share with the rest of us your reactions and thoughts about what you have just experienced?

* * *

Well, based on what we have all just discussed, I think we can conclude that this was not really an easy thing to do. We are so used to sharing things about ourselves that are kind of removed from who we really are–the persons that we are–that to relate to each other in a different way is pretty difficult. And most of you seemed to find that two minutes was a very long time!

Some of you have also expressed the thought that you feel quite a bit closer to the person you have just shared this experience with. Perhaps sharing these different aspects of ourselves is a way of making our relationships with each other warmer and more real.

That was just a little warm-up to this morning's session which is called, "Introduction to Exploring Self." And now please open your module and let's really get into this.

* * *

In this session you have several options for describing yourself to others in written form: through drawing and

sectioning a pie, sketching a graph, using various kinds of lines, just writing words as they come to you that tell about you, maybe composing a poem. These you share in formless, non-structured mingling with others. You then try to find others who are very like you, as well as those who seem to be very different from you. You begin the voyage of discovery into yourself, begin to recognize yourself as unique and individual, but you also find that you are similar in many ways to many of the others in the group.

Day 2: "Exploring Your Interests"

You join the group finding yourself anxious to share further thoughts you have had as to what happened in the last session, and somehow feeling closer for some reason to others in the group. You have a tingling feeling of anticipation about what is to happen today.

Today you make a list of activities you enjoy, then break these down into categories, and discover that it really is possible to classify the ways you like to spend your time. You share these with others and then find out how the total group scored in their interests. You discover that many persons have interests that sound intriguing and that you have never thought of yourself but are anxious to try. By looking for a basic commonality in the interests that you have, you begin to have a vision of the kinds of activities that will be satisfying for you in the future.

Day 3: "Exploring Your Strengths"

This session has been difficult for you. You are not used to telling good things about yourself—you feel as if you are a braggart or egotistical or something—but you go ahead and list all the good things you can think of. In the small group session which follows, you get such wonderful feedback from others about yourself that you really feel good. You find it easier and easier as the session progresses to share good thoughts about other people in your group. The discussion which follows the small group sessions gives you a new insight into how your particular strengths can be utilized now and in the future.

Day 4: "Exploring Your Needs"

It was interesting today to choose gifts from various Miracle Workers that seemed to be important to you. You never really thought about your needs before, and this experience helped you make some judgments about the relative strength of your needs and what seems to be important for you. Examining what you are doing now to satisfy these needs was thought-provoking, and you found you could be doing a lot more to make life more rewarding right now. And then, projecting into the future the kinds of work you could choose or the hobbies you could take up that would respond to your particular needs really got you to thinking about the future.

Day 5: "Exploring Your Personality"

Today had to be one of the most fun, the most exciting, and the most informative experiences you have ever had. You played a game called "Internal Compasses" that turned out to be so much more than a game. While you were hopping around the board, and while you and the others were doing various kinds of activities described on cards, you had no idea that you were also developing a meaningful personality profile chart that would be really valuable to you.

Before the game was over you learned about a number of careers that might be just right for you according to the kind of person you are. Plus, you hated to quit when the time was up. Plus, you found out a lot about yourself and others in a totally absorbing way. Plus, you never dreamed that there were so many different occupations for someone like you.

Day 6: "Exploring Life Styles"

It was different and enjoyable the way the facilitator told you about himself today—you have never felt quite so close to a teacher. He really seems human now. And you never realized before that you do have some definite ideas about the kind of life style that suits you and appeals to you. It was interesting to learn how various members of the group had different ideas about the future—about the work they want to do, the kind of place they want to live, what's important to each of them as they get older and make the choices they will have to make. You have a greater appreciation and understanding after this session of where others are and why they do things as they do. Most important, you feel as if you may be getting your head together as to what you want out of life.

Day 7: "Relating Self-Understanding to Career Options"

Making that collage helped everything fall into place for you. You're beginning to have a realistic idea of the kind of person you are, where you're going, what you want to be and do. You certainly never knew how many career options there were for a person like you.

Doing the special kinds of activities outside of the work setting is helping you use what you have learned, too. The facilitator has told you the next module deals with values and their importance in future choice, and you are looking forward to your next session —to making new discoveries about yourself and the future.

Speaking of the facilitator, you wish it were possible to express to him how you feel about him. He has provided learning experiences for you that are totally unique, and your whole group seems to have such good feelings about him and about each other. Communication in this particular setting is really happening! You've developed a spirit of camaraderie and closeness that you've never felt before in any kind of learning situation.

* * * * *

The foregoing very briefly describes the kinds of experiences participants undergo in Module 1, "Exploring Self," and sets the stage for the activities which follow. Participants typically become quite excited about the program format which relies upon experiential learning rather than the usual laying on" of information. Module 1 is followed by eight other modules, but these are only one portion of the LCDS.

The entire Life Career Development System is made up of six interrelated components which together comprise a dynamic system of career development. The six components may be described as follows:

1. **Nine career development modules.** Each module consists of approximately six 50-minute sessions comprised of individual and group structured learning experiences which may be used daily, weekly, in a concentrated unit,

about potential careers.

5. *Overcoming Barriers.*

Through role-playing, a game, rating scales, case studies, examination of specific careers, simulated job interviews, and a group exercise in "confidential feedback," participants identify barriers in general and explore ways of coping with them in their own lives.

6. *Using Information.*

Through solving career problems for fictitious individu-

—relating all of these areas of self to potential careers.

2. *Determining Values.*

Through ranking stated values, a game called "Fallout Shelter," case studies portraying value conflicts, exercises in communication for clarification of values, and exploration of alternative ways of handling conflict, participants explore the whole area of values, focusing on identifying their own values, gaining experience with conflict resolution, and finding to what extent they are acting according to their values.

3. *Setting Goals.*

Through analysis of case studies, contracting for short term goals, selection of alternative ways of dealing with obstacles, a game called "Broken Squares," utilization of a "Career Planning Guide" created by themselves, and various action-oriented procedures based on a political campaign theme, participants explore and acquire skill in setting and achieving goals.

4. *Expanding Options.*

Through analysis of quotations, insertion of themselves in case studies, independent research in specific careers, and participation in group "fish-bowl" experience, individuals identify and explore new, emerging career roles and their social consequences and broaden their thinking

or spread over a semester or a year. Participants usually complete the system in under 60 hours of work in the learning setting. The title of the modules provide some understanding of their content:

1. *Exploring Self.*

Through pictorial representation, graphs, diagrams, lists, group discussion, and a game called "Internal Compasses," participants focus on themselves, determining areas of strongest interest, strengths, general personality classification and personal life-style preferences-

als; paired communication exercises; analysis of information for relevance, possible bias, and currency; a Career Information Auction Game; and examination of a variety of sources of information, participants become aware of numerous sources of information and gain experience in consulting and utilizing these sources.

7. *Working Effectively.*

Through debates, a game, role-playing, completing questionnaires, group discussion, examination of behaviors in groups, and other team activities, participants explore the area of effective listening and effective performance in individual efforts, group work, and career-related activities.

8. *Enhancing Relationships.*

Through a dyadic exercise in building effective communication skills, a self-appraisal questionnaire, a simulation exercise concerning self-made barriers to effective relationships, and skill training in dealing constructively with conflict situations, participants explore the area of interpersonal relationships and develop skill in building and maintaining meaningful relationships with others.

9. *Creating Futures.*

Through forecasting training, imaging practice, a futuristic game, skill-training in coping behaviors, specific

measures of futuristic thinking, and consultation on renewal strategies utilizing individuals, dyadic and small group procedures, participants will acquire skill in thinking and behaving in a futuristic manner.

Each module contains a statement of general purpose, a list of goals, and a detailed description of expected behavioral outcomes on the part of participants for that module. Learning approaches vary from individual work involving reading, writing, drawing, pasting, and creating, to dyad, triad, small-group and large-group activities. Participants learn through role-playing, games, analysis of pictures, dramatizations, case studies, listening, building a physical structure, discussions, making collages, venturing into the community, and a wide variety of other strategies which facilitate the acquisition of specific attitudes and competencies requisite for effective life career development.

II. Facilitator's Resource Bank. Accompanying the modules is a two-volume resource bank which provides the facilitator with warm-up exercises, detailed instructions for individual module sessions, suggestions for use with differing maturity levels, and enrichment resources, as well as work sheets for participants so that the modules may be used repeatedly.

III. Participant's Journals. Compiled by participants as they go through the modules, these logs provide an ongoing record of personal experiences, reactions, and insights and are useful for reference and awareness of personal growth. Participants also regularly contract with a facilitator to complete specific behavioral activities outside of the classroom setting which utilize the learning of each session.

IV. Pre-Post Learning Measures. These evaluative instruments provide feedback to the participant concerning what he has gained from the program, as well as group assessment data useful to educational decision makers.

V. Facilitator's Workshop. Because the authors believe that the facilitator is the key to successful implementation of the LCDS, potential facilitators participate in a training workshop which familiarizes them with the module content and helps them acquire skill in presenting the learning activities of the modules to the participants.

VI. User Communication Network. To insure that the experiences and ideas of previous and present users are optimally utilized by groups around the country, a newsletter has been established by Human Development Services, Inc. which provides for regular sharing of experiences and permits LCDS users to renew or refresh their approaches and resources.

The Life Career Development System is a comprehensive program in that it covers a breadth of areas crucial to effective career development; it is sequential in that each module builds upon previous learning and provides incremental stepping stones toward expanded knowledge and skills; it is integrated in that the modules, (while each is worthy in itself as a learning package) together form a synergistic system that becomes more than the sum of its parts. Through this comprehensive, sequential and integrated design participants are helped to develop the insights and competencies necessary to make effective life plans and decisions.

Students who have been through the program, facilitators who have guided their learning experiences, and administrators responsible for introducing the LCDS into their schools are almost unanimous in their positive response to the LCDS. The following are a few examples of actual statements made by persons from several areas about the country where the Life Career Development System is being used:

"It's working where other programs just aren't reaching our students." (High school administrator)

"It's great for those who don't know what they can do—not just for a job, either. It's like, "Hey, man, I'm a human being. I'm worth something." (High school student)

"It helped me to learn how to set goals for myself, and to know what I have to do to get where I want to go." (Junior high school student)

"We call it the 'soul' program—because we feel like it's really ours and it's about us." (Junior high school student)

"It's created an atmosphere of knowing and growing like I have never experienced in nineteen years of teaching." (Junior high school teacher)

"I don't believe I ever really examined my value structure before or focused in on my strengths and needs and their relationship to my life goals. This has been one of the most insightful experiences I've ever had. I feel stronger and much more able to deal with the future." (Community college student)

Although the LCDS is only now in the process of being formally evaluated, initial data seem to indicate that it is an effective vehicle for positive personal growth. Individuals emerge from the experiences with more knowledge about themselves and the world in which they move, with more ability to cope with setbacks and adapt to change, with more confidence in their ability to set and achieve rewarding life goals.

"The rationale for the LCDS is essentially integrative. The transcending goal in its creation and development was personal empowerment. Personal empowerment enables individuals to develop the insights and competencies necessary for them to take charge of their lives, to control what occurs rather than to be controlled, to act on the belief that they can manage their own life career development by their planning and decision making, and to possess the basic mastery which enables them to move from whence they have come to where their head and soul would lead them."[1]

Personal empowerment is the goal, and personal empowerment seems to be the outcome. What greater strength can an individual possess to enhance and enrich the quality of life?

For reference listing see the Bibliography section at the back of this issue.

[1]From *A Comprehensive View of Career Development*. Monograph published by the American Personnel & Guidance Association, 1974.

Bazaar

RESOURCES

Aids for Educational and Cultural Enrichment
Customer Service Branch
Photographic Division
Smithsonian Institution
Washington, D.C. 20560
A new Smithsonian project which will make color slides and written or taped scripts available in selected topics for use in elementary or secondary schools. These educational units will be based on the items in the national collection.

Counseling Parents Of Exceptional Children
By Jack C. Stewart
MSS Information Corporation
655 Madison Avenue
New York, NY 10021 $3.75
A valuable resource for the professional. In this volume a limited number of basic themes are explored and a framework is given for effective counseling of parents of exceptional children.

Encyclopedia Of Educational Evaluation
by Anderson, Ball, and Murphy
Jossey-Bass Inc., Publishers
615 Montgomery Street
San Francisco, CA 94111 $17.50
Developed from an ETS project sponsored by the Office of Naval Research, this detailed reference on educational evaluation contains the concepts and techniques necessary to assess almost all instructional programs in schools, colleges, government, industry, and the military. The articles are alphabetically arranged and extensively cross-referenced.

The Free Clinic Handbook
Edited by Herbert J. Freudenberger
Journal of Social Issues
Box 1248
Ann Arbor, MI 48106
V30,NI 1974 $3.00
This worthwhile contribution to the free clinic movement is a special issue of the Journal of Social Issues. The Handbook records the history, successes, and problems of free clinics.

A Handbook of Personal Growth Activities for Classroom Use
by Robert C. Hawley and Isabel I. Hawley
Education Research Associates
Box 767
Amherst MA 01002 $5.00
ERIC Reference: (ED 808 425) MF only 10.75
Ninety four personal growth activities for elementary and secondary students are included in this teaching guide.

Joining Together: Group Theory and Group Skills
By David W. Johnson and Frank Johnson
Prentice-Hall, Inc.
Englewood Cliffs, NH 07632
$5.95 paper; $11.95 cloth
This book features many activities and exercises helpful for training students and others to become effective and informed members of large and small groups. It is a systematic approach that teaches through the experiential method how to apply theoretical knowledge to the development of the skills necessary for functioning well in groups.

Learning To Live
Mass Media
211S N. Charles Street
Baltimore, MD 21218
Sale: $350/program; $2500/ series of 8 programs
Rental: (per day) $25/program; $175/series
A new series of eight 30 minute color films designed to help individuals improve their relationships with others based on Transactional Analysis theory. A Leader's Guide is provided with each film and includes suggestions for discussion questions, simulation games and other exercises which can be used for exploration and reinforcement of ideas and feelings evoked.

Meeting College Costs -A Guide For Parents and Students
College Board Publications
Box 2815
Princeton, NJ 08540
A valuable reference booklet that is free to counselors. The booklet contains a checklist of steps students should take in applying for assistance in meeting college costs.

The Women's Guide To Books
MSS Information Corporation
655 Madison Avenue
New York, NY 10021 $2.00
A periodic annotated catalogue of books to be sold by direct mail. Published three times a year, the catalogue contains selections of current books—fiction and nonfiction, hardcover and paper—that should appeal to women.

REPORTS

After 65: Resources For Self-Reliance
by Thodore Irwin
FL 501
A survery of the resources available to "help the elderly help themselves."

The Big Foundations
By Maxwell S. Stewart
FL 500
This report covers such questions as what the foundations contribute to society, whether their tax exemptions are justified and the relative costs as well as the benefits of their activities.

Population And The American Future
By Elizabeth Ogg
FL 503
Using the findings of the Commission on Population Growth and the American Future, the author analyzes the causes and consequences of population growth and suggests how we can work toward a good life for all.

Talking It Over At Home
by Millard Bienvenu, Sr.
FL 410
Focusing on problems in family communication, suggestions are given for attitudes and practices that can help husband and wife talk to and understand each other and can help parents "tune in" to their children.

To Combat Child Abuse And Neglect
by Theodore Irwin
FL 508
A look at community programs designed to protect injured and endangered children and to rehabilitate their parents.

Order the above documents from
Public Affairs Committee, Inc.
381 Park Avenue South
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Pamphlets are 35¢ each; lower in quantity.

Better Tomorrows
Describes a unique program for emotionally disturbed girls in Texas community.
1973. 41 pp. HE 1.302:B 46 S/N 1766-00016 55¢

Busing of Schoolchildren
Hearings before the Subcommittee on Constitutional Rights, 1974. Includes the texts of four bills and the testimony of 13 witnesses concerning alternatives to bussing of schoolchildren. 1974. 384pp.
y4.J 89/2:B S/N 5270-02313 $2.85

Guide to Record Retention Requirements
A guide to the provisions of Federal laws and regulations in effect January 1, 1974, which relate to the keeping of records by the public. It tells what records must be kept, who must keep them, and how long they must be kept.
1974. 88pp. il.
GS 4.107/A:R 245/974 S/N 2203-00904 $1.20

A Social Work Guide For Long-Term Car Facilities
A guide for improving services to institutionalized older people and their families through the use of social work knowledge and skills. 1974. 216 pp.
HE 20.8108:So 1S/N 1724-00323 $1.70

Order the above documents from Public Documents Distribution Center
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"Conference Proceedings"
Great Plains Natl. Inst. TV Library
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Proceedings of the first annual National Conference on Open Learning in Higher Education. This text addresses a major concern of American higher eduation today - the broadening of educational opportunities for the many adults who find it impossible or impractical to continue their eudcation in the traditional manner.

Matters of Choice
by K.C. Cole Janssen
Office of Reports
Ford Foundation
320 East 43rd Street
New York, NY 10017
This report covers the experience of the Ford Foundation over several years in assisting nonpublic and public school alternatives—ranging from Harlem Prep to Philadelphia's "school without walls."

The Quality of Life in the United States
1970 Index, Rating and Statistics
by Ben-Chieh Lieu et al.
Midwest Research Institute
425 Volker Blvd.
Kansas City, MO 64110 $5.00
(ERIC Reference: ED 081 701)
Nine indicators (Individual Status, Individual Equality, Living Conditions, Agriculture, Technology, Economic Status, Education, Health and Welfare, State and Local

Government) provide the framework for this quality of life assessment. Results of the study provide a comparative picture of conditions in each state in 1970.

Suicide: Preventable Death
Editor
Institute of Government Studies
109 Bernard Moses Hall University of California, Berkeley 94720
Single copies free of charge. In this Public Affairs Report, U. of California psychologist Richard Seiden examines the changing nature of suicide, tells what is being done about it and suggests additional steps which should be taken to meet the problem.

JOURNALS & NEWSLETTERS

Assert: The Newsletter of Assertive Behavior
P.O. Box 1275P
San Luis Obispo, CA 93406
Sample Copy on request. $2.50/6 issues
The first issue of this promising newsletter dealing with behavior modification and assertive behavior appeared in November 1974.

Complementary Transactions
Joe Alexander
1409 Madrone Drive
Modesto, CA 95350
A newsletter for those involved in or interested in the application of TA to management.

Ebony Jr!
820 S. Michigan Ave.
Chicago, Ill 60605
10 issues per year. $6.
The first national magazine for black children, ages 6-12, which emphasizes discovery of self and joy of reading through games, cartoons, recipes, crafts, African history and reader contributions.

EDC News
Education Development Center
55 Chapel Street
Newton, MA 02160
A semiannual newsletter describing ongoing EDC projects in social studies, science and math, open education, media and special curriculum areas along with announcements of workshop schedules, book reviews and EDC publications.

Resources
Box 134
Harvard Square
Cambridge, MA 02138
A newsletter listing new ideas, products, services, events, and the people, groups, and organizations that are responsible for them. A free copy is available on request.

Social Work in Health Care
Sylvia S. Clarke, Editor
Social Service Department
The Roosevelt Hospital
428 West 59th Street
New York, NY 10019
This new quarterly will begin publication early Spring 1975. It will be the first journal devoted exclusively to social work practice, theory, and administration in health care settings. Authors are invited to submit manuscripts for possible publication. Subscription rate is $12.00 per year.

Synergyaccess
606 Fifth Avenue
East Northport, NY 11731
A global newsletter on futuristic communications, media, and networking. Free sample copy available on request.

The University of Maryland Counseling and Personnel Services Journal, Vol. 4, No. 1
Leon Litow and Gretchen Mirmeless, Editors
Caps Student Organization
University of Maryland
College Park, MD 20742
This journal contains articles by faculty, alumni, and students of the University of Maryland as well as a number of dissertation abstracts. Among the topics covered in this issue are student-made tests, self reinforcement, behavior therapies, and Gestalt awareness training.

Working Papers
Dept. 31
123 Mt. Auburn St.
Cambridge, MA 02138
1 year (4 issues) $8.
A magazine that focuses on positive approaches to social change. Each issue includes reports, proposals and essays on what's being done and what might be done, speculation on America's future and policy alternative and ideas for action.

BOOKS

The Child's Part
Edited by Peter Brooks
Beacon Press
25 Beacon Street
Boston, MA 02108 $1.95
The child's part is brought to bear on a variety of topics: social implications of children's book illustrations, linguistic nonsense, repression, sublimation, and others.

Emotional Well-Being Through Rational Behavior Training
David S. Goodman and Maxie C. Maultsby, Jr.
Charles C. Thomas, Publisher
Springfield, Illinois
1974. 252pp. $6.50
Rational Behavior Training is a new approach to mental and emotional guidance that teaches the individual how to become his own counselor. In this book, RBT is illustrated in eight case histories, each typifying a different kind of mental and emotional malaise. These include depression, anxiety, phobia, impotence, hostility, and kleptomania.

Encyclopedia of Information Systems and Services
Anthony T. Kruzas, Compiler
Edwards Brothers, Incorporated
2500 South State Street
Ann Arbor, Michigan 48104
1974. $77.50
Fully revised with more than double the number of entries in the first edition, this standard guide contains detailed descriptions of 1750 organizations concerned with information products and services, including publishers, computer time-sharing companies, micrographic firms, libraries, networks, government agencies, information centers, data banks, clearinghouses, research centers and consultants.

Handbook of Games and Simulation Exercises
G.I. Gibbs
Sage Subscriber Discount Service
P.O. Box 45933
Los Angeles, CA 90045
1974. 240 pp. $8.40
The author has gathered together nearly 2,000 games and simulations with details of their content, suppliers and audience. The games range in level from those designed to teach young children to read, to those intended for postgraduate study of political decision-making.

Human Relations Development: A Manual for Educators
George Gazada
Allyn and Bacon, Inc.
A manual prepared to train educators and prospective educators in the development of human relations skills. This manual presents a complete rationale for and a system of training in human relations (listening, communicating, and problem solving) based on a model developed by Robert R. Carkhuff.

Love and Addiction
by Stanton Peele with Archie Brodsky
Taplinger $9.95
The authors argue in this book that relationships frequently display addictive behavior and compare this excessive dependence in relationships to a drug addict's dependence on drugs.

Personal Politics: The Psychology of Making It
by Ellen Langer
Behavioral Books Institute
P.O. Box 42
West Nuack, NY 10994 $7.95
This book deals with the problems of personal competence and how various psychological principles may be applied to common personal and interpersonal problems.

The Population Activist's Handbook
by the Population Collier & Macmillan Paperbacks
$3.95
For people who want to improve the *quality* of life—this book looks at the population problem: where it starts, who fosters it, and what can be done about it.

Scripts People Live:
Transactional Analysis of Life Scripts
by Claude M. Steiner
Random House, kist. $8.95
The author believes that people are inclined to and capable of living in harmony with themselves, each other and nature-but along the line they are given or develop a "script" which thereafter controls their lifes. He provides a broad compendium of "scripts" that illustrate what Transactional Analysis is all about.

Suicide: The Gamble With Death
by Gene and David Lester
Behavioral Books Institute
P.O. Box 42
West Nyack, NY 10994 $5.95
Examines the increasing suicide rate and relates how such factors as age, drugs, alcohol, sex, and race affect suicide attempts and actual completions.

Tiger By The Trail: Parenting In A Troubled Society
By Kenneth R. Greenberg, Ph.D.
Nelson Hall Company
325 W. Jackson Blvd.
Chicago, IL 60606 $7.95
This book explores child (and parent) behavior from birth through marriage. It discusses a practical commonsense approach to child rearing including problems that threaten the family unit, why they develop, and steps which can reduce or prevent these problems.

Uplift: What People Themselves Can Do
Olympus Publishing Company
937 East Ninth South
Salt Lake City, UT 84105 $6.95
This book proves that the spirit of self-help is still a strong force in American society. It includes true stories of 100 groups of people—mostly indigent, mostly discriminated against, mostly minorities—who have identified their own problems, who have used their own resources to solve their problems.

Urbanman
The Psychology of Urban Survival
John Helmer and Neil A. Eddington
The Free Press (div. of Macmillan) $2.95
This book concerns itself with how city life affects the individual as seen in the ways we deal with such simple or complex matters as getting to work, standing in line, avoiding stress, communicating with others, and preserving privacy.

When I Say No, I Feel Guilty
by Dr. Manuel J. Smith
Dial Press. $7.95
This book deals with a new form of behavior therapy, Systematic Assertive Therapy which teaches people to recognize when they are being manipulated by others into doing things they really don't want to do, and teaches them the assertive verbal skills necessary to

deal with this manipulation. SAT will help in any situation requiring the individual to be the judge of what he or she wants: returning merchandise, asking for a raise, rearing children and taking criticism.

Where Do I Go From Here With My Life?"
by John C. Crystal and Richard N. Bolles
Seabury Press $7.95
This manual is designed to help individuals plan their lives and their work. The manual is subtitled "A Workbook for Career-Seekers and Changers," and is geared for use in study groups and colleges with special sections for instructors.

Women, Work, and Volunteering
by Herta Loesner
Beacon Press
25 Beacon Street
Boston Street
Boston, MA 02108 $8.95
This practical guidebook to volunteering re-examines many of the value judgments presently associated with voluntarism, suggests ways in which the seeming conflict between paid and unpaid work may be resolved, and focuses on the effect of volunteering on women at various stages of their life cycle.

New Report on Salaries in Guidance and Counseling

We would be amiss if, in this "Quality of Life" issue, we did not include something about the quality of life for you, the counselor. This concept is nebulous at best, but most would surely agree that somewhere in that massive tangle of experiences, things, hopes, fears, and whatnots that all contribute to the quality of life is money. The APGA thingks so too. They have sponsored a survey that was designed and conducted by Abbott, Langer & Associates, consultants in personnel management and industrial psychology, who have published their findings in a report entitled *Compensation in the Guidance and Counseling Field*.

This survey involved sending 35,064 questionnaires to members of the APGA. Of these, 10,945 responses were received, representing 31.2% of the APGA membership. These questionnaires were designed to solicit information on the coorelation of salary to a variety of variables, including educational level, employment setting, geographic area, age, sex, race, and field of specialization.

With regard to educational level, this report states that, "those with a bachelor's degree had median incomes of $12,063 while those with master's degrees earned $12,209, those with six-year specialists degrees or the master's degree plus 30 semester hours of additional study had median incomes of $15,700, and those with the EdD or PhD degree earned a median salary of $17,908." Other findings include the following: the highest median salaries appeared in the fields of administration, consulting, and evaluation / research; public educational institutions paid higher salaries in counseling related fields than private schools; and the three highest-paying employment settings are management consulting, research and test firms, self employment, and business and industry.

If you would like a copy of this report, write to Abbott, Langer & Associates, P.O. Box 275, Park Forest, IL 60466. The cost is $10 for APGA members and $15 for nonmembers.

New EDRS Ordering Instructions

References in this publication that have an ED number may be ordered from the ERIC Document Reproduction Service (EDRS) at this new address:

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P.O. Box 190
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To order any of the ED materials, the following information must be furnished: The ED number of the document; the type of reproduction desired—paper copy (HC) or microfiche (MF); the number of copies being ordered. All orders must be in writing. Payment must accompany all orders and must include postage (18¢ for up to 60 microfiche or the first 60 pages of paper copy, and 8¢ for each additional 60 fiche or 60 pages). Residents of Virginia should pay the appropriate sales tax or include a tax exemption certificate. The new turnaround time for filling orders is 5-7 days.

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